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ABSTRACT

The California Adult Student Assessment System (CASAS) Project was undertaken at San Diego Community College to provide effective assessment materials and procedures for placing, measuring the achievement of, and certifying the attainment of competencies by adult students enrolled in adult basic education (ABE) and English as a second language (ESL) as well as high school completion programs. During the project, a consortium that included representatives from five western states met to develop a set of placement, achievement, and certification tests based on district-adopted competency statements. The consortium identified a core of life skills competencies that focused on the needs of non-native speakers of English. Following a field test of several currently available placement and certification instruments, the consortium developed the CASAS. To date, the CASAS has undergone several field tests and is being continually reviewed at monthly consortium meetings. (Appended to this report are the CASAS competency code list, sample item bank information, scale and score information and selected statistics dealing with ABE pre- and posttests, CASAS field test demographic data, and the revised CASAS curriculum matrix.) (MN)

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CASAS

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California Adult Student Assessment System

(CASAS)

PROJECT

Final Report

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AN ASSESSMENT CONSORTIUM PROJECT SUPPORTED BY THE CALIFORNIA STATE DEPARTMENT OF EDUCATION THROUGH SECTION 310 FUNDS AND COORDINATED BY THE CASAS PROJECT STAFF OF THE SAN DIEGO COMMUNITY COLLEGE, CONTINUING EDUCATION CENTERS.

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CASAS OVERVIEW

A comprehensive educational assessment system for adults is being developed to assist adult education programs in implementing an assessment system designed to reflect competency-based curricula occurring in local instructional programs. The project has four major goals:

1. To provide effective assessment materials and procedures for correct placement of adult students into adult programs from beginning through advanced levels of ABE and ESL as well as high school completion programs.
2. To provide effective assessment for measuring student achievement in a competency-based adult education program.
3. To provide effective assessment for certifying attainment of competencies required for local certification programs.
4. To provide effective assessment materials and procedures that are adaptable to a variety of educational settings and are linked to the competency-based curriculum goals and instructional programs.

These goals are being met through the cooperative activities of CASAS, which is a consortium of districts and agencies that provide educational services to adults, and coordinated by the CASAS Project staff of the San Diego Community College District. The consortium includes representatives from 40 districts and agencies in California and also representatives from five other Western states. All are implementing or about to implement competency-based adult instructional programs, and need a comprehensive life skills assessment system in order to place adults at all levels of functioning in appropriate CBAE programs, and to measure their growth toward life skill goals.

The problem of developing placement, achievement, and certification tests based on district adopted competency statements is not an easy task. Many districts do not have the staff or budget required to construct the items, tests, and supporting materials needed to provide valid and reliable assessment for their CBAE programs. The Consortium model utilizes the resources and expertise of many districts, and this cooperative effort provides a comprehensiveness and built-in adaptibility that could not be accomplished efficiently and effectively by one district or agency alone.

Implementation of competency-based programs requires that assessment be designed to directly reflect the curriculum and instruction. The Consortium has identified a core of common competencies to be included in ESL and ABE programs of each district. Course outlines are being revised to include these competencies, and curriculum materials have been identified that provide a life skills content and include materials related to this common core of competencies. Linkages are being established with competency-based high school completion programs.

The CASAS assessment design, which includes a bank of calibrated items, provides definite advantages to adult educators:

1) By developing a large bank of test items that measure a common core of specific competency statements agreed upon by the Consortium, each district or agency may select items or blocks of items that directly measure their curriculum and the competencies included at each program level.

2) Districts without staff expertise in test development, may use items developed and field tested by trained item writers and testing specialists.

3) The cost of item development is less because all items are written to measure a core of common competencies agreed upon by the Consortium. This single consortium effort eliminates the duplication that would occur as each district would have to develop items to measure many of the same competencies.

4) Field testing of items across the state and in other states provides statistical data representative of a wide variety of geographic areas and educational settings. Difficulty levels of items that would not be available with local field testing can be established.

5) By establishing a common achievement scale and collecting additional performance statistics from multi-district field testing, difficulty levels can be established to provide a more complete description of program levels, which promotes better articulation among districts.

6) Developing tests for specific purposes is facilitated. Districts may choose test items to construct placement tests, achievement tests, and certification tests that match their programs and educational objectives.

SECTION A

Part I - Background for Development of an Assessment System

During 1979-80, this district was involved in a consortium effort with three other districts from the CALCOMP Consortium to identify assessment needs for implementation of a competency-based adult high school diploma program. ABE and ESL personnel were included in the process as the consortium focused on appropriate placement of adults into educational programs and certification of educational attainment for Advanced ESL students. Two meetings were scheduled by staff from this district with ESL personnel from throughout the state who were involved in development of assessment instruments, to focus on the needs of the non-native speakers of English and availability of existing assessment instruments that could be incorporated into a comptency-based assessment system. In addition, a field test involving five districts, was conducted by staff from this district to gather data on present educational attainment of advanced ESL students and field test several instruments that were being used for placement and certification. Discussions and field test activities focused on the lack of an adequate assessment system which would place adults in appropriate educational programs, as well as certify competency and measure their growth toward educational goals. Through all of these above mentioned efforts, the framework was established for the California Adult Student Assessment System (CASAS).

SECTION A

Part II - Summary of California Adult Student Assessment System 1980-81

During 1980-81, the San Diego Community College District, Adult and Continuing Education Division coordinated the efforts of the California Adult Student Assessment System Consortium, a group representing eighteen districts and agencies throughout the state, to identify assessment needs of adult students, review test design and assist in field testing life skill test items and instruments developed for ABE, ESL, and High School Completion students. The CASAS Consortium Summer Institute at the University of California, Irvine, in August 1980 established a realistic foundation for CASAS, identified information and assessment needs and established a direction for implementation of the assessment system.

This district organized and conducted monthly consortium meetings which:

1) provided the ongoing communication necessary to establish a core of common competencies across consortium districts for ABE and ESL.

2) identified common problems arising in the implementation of a CBE assessment system that must have curricular relevance.

3) reviewed current data collection and testing procedures for ABE testing and made recommendations for changes.

4) provided ongoing review, evaluation, and field testing for all test items, instruments, and materials being developed. Continued involvement of the Consortium is needed to ensure development of an assessment system that is relevant to adults enrolled in our adult programs throughout the state.

During this year, this project developed specifications to provide a set of guidelines for constructing life skill test items that measured the common core of competencies identified by the Consortium. Adult education instructors and curriculum specialists from this district, who were trained test item writers, developed 750 life skill items to measure competencies included in the curricula of the CASAS Consortium districts at all program levels from beginning ABE and ESL to high school completion. All items were reviewed by instructors and curriculum specialists who were knowledgeable in the subject area and program levels. These are practitioners, who are responsible for implementing competency-based instruction in the classroom and are thoroughly knowledgeable of the needs and abilities of the adult students in our programs. Two major field tests were conducted during the year, one in November 1980 and the second during February and March 1981, with a total of 9,300 adult students taking part in the testing. Test item quality was measured using traditional item analysis techniques and also the Rasch scaling procedures. Prototype life skills achievements tests and locator tests were designed with items selected from the two field tests. Competencies to be measured were included based on their priority rating on the survey which identified a core of competencies included in ESL and ABE programs in the CASAS Consortium districts. Preliminary field sampling was conducted with the Life Skills Reading Locator Test and the Prototype Life Skills Achievement Test to establish a correlation between the two and check the validity of using a locator for testing placement of students.

An item bank card was developed for each item, containing statistical data and descriptive competency code numbers to link the item to appropriate curriculum. This item bank will allow teachers to assess sections of instruction by composing their own tests if their objectives are included in the competency code index.

The CASAS Consortium identified a core of competency-based materials currently being used in ABE and ESL programs. These materials were reviewed by project staff and a preliminary matrix was developed coding all these identified materials to the CASAS Competency Code list which contains a three digit code indicating content area, competency area, and competency statement. The June 1981 Summer Institute on Assessment, established procedures for ABE testing during 1981-82, reviewed activites regarding implementation of a competency-based high school diploma program, identified further research needed in adult education, established guidelines for implementation of alternative modes of assessment and made plans for the 1981-82 CASAS Consortium activities needed for the implementation of CASAS. The CASAS Competency Code List, sample item bank cards, and sample items coded to the competency list are included in Appendix A.

SECTION A

Part III - Summary of California Adult Student Assessment System 1981-82

Field testing of Life Skills Achievement tests at three levels for ABE and ESL students in the CASAS Consortium districts was conducted during the Fall semester of 1981. A pre test was conducted in October and a post test was conducted in December with 5,056 adult students in the CASAS Consortium districts. In addition, adult programs in several other states requested participation and were included in the field test. In November, an item field test was conducted and involved 5,017 students from the CASAS Consortium districts and several other states. Additional efforts include identification of listening skills and competencies and development of test items to measure these listening life skills. In March 1982 a field test was conducted with 3,600 adult students. Staff development procedures were developed for training needed to begin implementation. Other item banks were reviewed for possible linkage to the CASAS item bank. Additional life skill items were developed in order to measure competencies along a difficulty continuum for all levels of ABE and ESL. Work continued on the CASAS Curriculum Matrix. Monthly consortium meetings and the Summer Institute provided the ongoing necessary assistance and review of all processes and products to insure relevance and validity. All consortium activities, field testing, and materials development were coordinated by staff from this district.

SECTION B

SUMMARY OF CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM 1982-83

Based on field test results from the Life Skills Reading Achievement Testing during 1981-82, revisions were made and three levels of Life Skills Reading Achievement Tests with an alternate form for each level were developed. In addition, three levels of Life Skills Listening Achievement tests were constructed with an alternative form for each level, using the items field tested during the Spring Semester of 1982. A series of four regional workshops was conducted during September 1982 to provide all adult education agencies receiving 306 funding in California with the test materials and training necessary to administer and score these tests in their agencies during the Fall 1982 Semester. Two make-up workshops were scheduled three weeks later for those that could not attend the initial workshops.

As in 1981-82, agencies were asked to submit pre and post test scores and additional class descriptive data. (See Appendix B) This data will be analyzed in the same manner as the data collected for 1981-82 which is described later in this report. In addition, all CASAS Consortium districts submitted machine scannable answer sheets from a sampling of their students for both the pre and post tests. This item and test data was analyzed to confirm the reliability of the items, tests, and scale difficulty that was establised during the 1981-82 field testing. Test scales were then developed for all twelve forms and distributed to the agencies so that test raw scores could be converted to scale scores.

Twenty-seven thousand adult students enrolled in ABE and ESL programs throughout the state were included in this sampling of item and test data. (See Appendix C for scale score conversions.) 1981-82 pre and post test paired scores and ABE Class Questionnaire descriptive data from CASAS Consortium districts were analyzed to provide both descriptive and analytical data. A data entry program was developed to allow the entry of the paired test score and class descriptive data on the microcomputer for transmittal from the microcomputer to a host mainframe to be analyzed using The Statistical Package for the Social Sciences (SPSS). A summary of the analyses performed is contained in Appendix D . A sample of the ABE Class Questionnaire is in Appendix B .

During November, an item field test was conducted and involved 1,672 students from the CASAS Consortium agencies as well as other agencies. The field test focused primarly on upper levels of ABE and ESL, and on high school completion competencies. Field tested items at this level will be used to construct level D Life Skills Reading and Listening Achievement tests during the 1983-84 year.

During March, and extensive item field test was conducted and involved 5,126 students in all levels of ABE, ESL, and high school completion. Both listening and reading items were field tested throughout the CASAS Consortium agencies at all program levels including pre-vocational ESL and ABE. Participating districts and number of students tested are contained in Appendix E .

An additional half day was scheduled for the joint CASAS Consortium meeting in Sacramento following the one day joint meeting. Three training workshops were developed and presented to provide the necessary training to the Consortium agencies to assist them in implementing the assessment system. These three half day workshops included test item writing, data analysis, and computerized curriculum and data management.

The Curriculum Matrix was revised and expanded based on the input from the Consortium. A revised edition was distributed in March, and a second revised edition was distributed in July at the CASAS Summer Institute. (Appendix F)

The CASAS Competency List was reviewed and four additional competency statements were approved by the Consortium for inclusion on the list. The revised list was distributed at the CASAS Summer Institute. (See Appendix A)

Sub-committees of the Consortium developed materials, procedures, and guidelines for implementation of the assessment system. These were incorporated into the first draft copy of the CASAS Item Bank User's Manual which was distributed with the first edition of the CASAS Item Bank at the CASAS Summer Institute in July.

The Summer Institute focused on the training needed for implementation of the assessment sytem, and planning for the development of the additional components needed to provide a comprehensive system that meets the needs of the adults that we serve.

Sub-committee meetings were conducted in ESL, VESL, ABE/High School, Guidance and Management, Corrections, and Handicapped. Workshops were scheduled for the External Diploma Program, Alternative Assessment Measures, and Test Item Writing. An all day test construction workshop included training in the use of the item bank to construct tests for placement, survey achievement certification, and program level tests. A second half day workshop provided information and training in the use of microcomputers for curriculum and data management. A computer lab was set up to provide hands-on experience in using the programs. (See Appendix G)

Copies of all products and processes developed during 1982-83 are on file in the CASAS Project office and the State Department of Education.

SECTION C

Dissemination

Dissemination on an ongoing basis for the CASAS Consortium was provided for in monthly meetings, the Summer Institute, and involvement in all CASAS field test activities. Staff development for other districts in California was provided for through CASAS linkage with the Staff Development Project and the Dissemination Network for Adult Educators, both 310 funded projects through the California State Department of Education, Adult Field Services Section. Two CASAS Workshops, Test Item Writing, and Test Construction Using an Item Bank have been included in the DNAE catalog of exemplary programs. Project Staff and CASAS Consortium members provided both projects with the materials, procedures, and consulting services necessary for staff development and dissemination requested. The Project Director served as a member of the Staff Development Consortium and also as a member of the DNAE Dissemination Panel. In addition, provision has been made for adult education programs in other states that have participated in field testing and evaluation of materials to receive the materials and training necessary for CASAS implementation in their programs. Staff development training necessary for implementation in Consortium agencies has been provided for in the CASAS Consortium meetings and the Summer Institute. Adult Education agencies for Regions IX and X, that had participated in field testing activities in past years, were invited to participate in CASAS Consortium activities during the 1982-83 year. ABE Pre/Post Test materials were distributed to field test coordinators in each of these states in September of 1982 for use during the 1982-83 year.Those that have participated will continue to be included in dissemination activities. Other dissemination activities include presentations to ABE and 310 Directors meetings, and other professional education associations, both state and national.

The following is a list of presentations and workshops presented during 1982-83. Also, included is a list of persons and agencies who requested and received CASAS materials including the CASAS Competency List and Curriculum Matrix.

CASAS WORKSHOPS/PRESENTATIONS SEPTEMBER 1982 - 1983

SEPTEMBER

5 regional 1/2 day ABE test administration meetings to assist 306 districts in implementing new testing using CASAS assessment forms and procedures - San Diego, La Puente, Clovis, Sequoia, Sacramento.

2 regional make-up sessions for those not able to attend regional workshops
Mt. Diablo, Riverside

OCTOBER

State ACSA Conference Oakland
Regional CBAE Staff Development Meetings -
Fremont, Visalia

NOVEMBER

Maryland State Department of Education
Adult Education Division
Regional CBAE Staff Development meetings -
San Diego, Los Angeles
U.S. Department of Education, Adult and Vocational Education
National CBAE Conference -
National Advisory Council on Adult Education-
San Antonio
AAACE -
San Antonio

DECEMBER

CBAE Advanced trainer's Workshop -
Burlingame

JANUARY

CBAE Staff Development Regional Workshops -
Santa Clara, San Diego

FEBRUARY

CBAE Staff Development Regional Workshops -
Burbank

California Personnel - Guidance Assoc. (CPGA)-
Los Angeles

MARCH

State CBAE Staff Development Conference -
Sacramento

CCAE State Conference -
Sacramento

MAY

Rancho Santiago Community College Distict
    Adult Education Division
CBAE Advanced Staff Developers Workshop

JUNE

Joint Task Force Competency Committee -
    San Diego
CBAE Summer Institute -
    San Francisco

AUGUST

Centinela Adult School -
    Lennox, CA
CASAS Test Construction Workshop

CASAS Consortium Meetings 1982-83

- 5 day meetings - Northern CASAS Consortium
- 5 day meetings - Southern CASAS Consortium
- 1 joint Consortium meeting - Sacramento
- 3 day Summer Institute - Santa Cruz

Linkage/Support for other 310 Projects
CBAE Staff Development Project
CASAS Project Director member of staff Development Consortium

REQUESTED INFOMATION ON CASAS WAS SENT TO THE FOLLOWING PEOPLE/DISTRICTS:

NAME	AGENCY/DISTRICT	CITY/STATE
Dr. Linda Layman	Maryland State Department of Education	Baltimore, MD
Pat Quintona	Bassett Adult	La Puente, CA
Beverly Watkins	Chronicle of Higher Education	Washington, DC
Lynn Savage	Staff Development Project	San Francisco, CA
Linda West	Indochinese Project	West Covina, CA
Ted Thomas	University of Southern California	Los Angeles, CA
Kurt Schneidmiller	Gallaudet College	Washington, DC
Beret Harmon	Washington State Department of Education	Tumwater, WA
Cindy Ranii	Rancho Santiago Community College District	Santa Ana, CA
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John R. Valley	Educational Testing Service	Princeton, NJ
Theodore McKnight	Indiana Department of Public Instruction	Indianapolis, IN
Saeed M. Ali	Glendale Community College	Glendale, CA
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Carol G. Littlejohn	Language Institute for Refugees	Seattle, WA

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NAME	AGENCY/DISTRICT	CITY/STATE
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Peter Perkins	Swift Junior High	Oakville, CONN
Ron Alger	Oroville Union High School District	Orville, CA
Jeanne O'Brien	Adult Basic Education Program	Lawrence, MA
Vicki Ross	Santa Rosa Junior College	Santa Rosa, CA
Clifford Eberhardt	Pensacola Junior College	Pensacola, FL
Marylin Garcia	Atlanta Public Schools	Atlanta, GE
Sandy Bender	Monroe County Community School Corporation	Bloomington, IN
Barbara Schmidt	Prince George Community College	Hyattsville, CA
Rand Becker	Youngstown Public Schools	Youngstown, OH
Thomas Ralls	Nogales Public Schools	Nogales, AZ
Michael Spinelli	Palmyra Adult Education	Palmyra, NJ
Patrick R. Penland	University of Pittsburg	Pittsburgh, PA
Glenna Scheer, Ed.D.	Los Angeles Community College District	Los Angeles, CA
Frank Romero	Educational Testing Service	Los Angeles, CA
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Wayne Haverson	Oregon State University	Corvallis, OR
Larry Swope	Carbondale Community High School District 165	Carbondale, Illinois
Claire C. Stevens	California Occupational Information Coordinating Committee	Sacramento, CA
Delores Weaver	Community College of Philadelphia	Philadelphia, PENN
Wade A. Crawford	Porterville Adult School	Porterville, CA
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Dr. Robert Taggert	Remediation & Training Institute	Alexandria, Virginia
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Carol Dutcher	Adult Education	Detroit, MI
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Roberta Haney Clark	VCU-ABE Administrative & Instructional Resources	Richmond, VA
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George Hatcher	Conjeo Valley Adult School	Thousand Oaks, CA
Marcia Fochler	Acalanes Adult Center	Walnut Creek, CA
David Warren	Cabrillo College	Aptos, CA
Linda Brown	Aztec Adult School	Atascadero, CA
Dr. Ruth Nickse		Brookline, MASS
Hellmut Bab	Christina School District	Newark, DE
Dr. William Spady	Network for Outcome Based Schools	San Carlos, CA
Dick Teachout	Hennepin Technical Centers	St. Louis Park, MN
David Chaille	Roosevelt Bilingual Community Adult School	Los Angeles, CA
Donald De Bald	Shaker Valley Branch Campus	Lebanon, OH
John Hagman	Edmonds Community College	Lynnwood, WA
Lydia Maurer	University of Arizona	Tucson, AZ
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CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM (CASAS)

LIFE SKILL COMPETENCIES

0. ORAL ASSESSMENT - The student will:

0.0. Recognize pictures or demonstrate aural comprehension associated with personal identification, activity identification or oral language necessary to communicate in each of the five life skill areas.

0.0.0. Identify the correct picture or appropriate response from oral cues

1.0. Recognize pictures or demonstrate aural comprehension associated with consumer economics.

1.0.0. Identify the correct picture or appropriate response from oral cues

2.0. Recognize pictures or demonstrate aural comprehension associated with community resources.

2.0.0. Identify the correct picture or appropriate response from oral cues

3.0. Recognize pictures or demonstrate aural comprehension associated with health.

3.0.0. Identify the correct picture or appropriate response from oral cues

4.0. Recognize pictures or demonstrate aural comprehension associated with occupational knowledge.

4.0.0. Identify the correct picture or appropriate response from oral cues

5.0. Recognize pictures or demonstrate aural comprehension associated with government and law.

5.0.0. Identify the correct picture or appropriate response from oral cues

11/16/81
12/08/81 revised
6/01/83 revised

This work was developed by the San Diego Community College, Continuing Education Division, and the California Adult Student Assessment System Consortium 1983, under a state administered contract of the Federal P.L. 91-230, Section 310, from the California Department of Education, 721 Capitol Mall, Sacramento, California 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education, no official endorsement of this work should be inferred.

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1. CONSUMER ECONOMICS - The student will:

1.1. Use weights, measures, measurement scales, and money.

- 1.1.0. Identify the correct picture or appropriate response from oral cues
- 1.1.1. Interpret recipes
- 1.1.2. Use the English and Metric system
- 1.1.3. Interpret maps and graphs
- 1.1.4. Select, compute, or interpret appropriate measurement for length, width, perimeter, area, volume, height, or weight
- 1.1.5. Interpret temperatures
- 1.1.6. Count, convert, and use coins and currency and ($) and (.)
- 1.1.7. Interpret product container weight and volume
- 1.1.8. Compute averages
- 1.1.9. Interpret clothing and pattern sizes using height and weight tables

1.2. Apply principles of comparison shopping in the selection of goods and services

- 1.2.0. Identify the correct picture or appropriate response from oral cues
- 1.2.1. Interpret advertisements, labels, or charts to select the best buys for goods and services
- 1.2.2. Compare price or quality to determine the best buys for goods and services
- 1.2.3. Compute discounts
- 1.2.4. Compute unit pricing

1.3. Understand methods and procedures used to purchase goods and services.

- 1.3.0. Identify the correct picture or appropriate response from oral cues
- 1.3.1. Compare different methods used to purchase goods and services
- 1.3.2. Interpret credit applications and recognize how to use and maintain credit
- 1.3.3. Identify or compute methods to finance the purchase of goods and services
- 1.3.4. Use catalogs, order forms, and related information to purchase goods and services
- 1.3.5. Use coupons to purchase goods and services
- 1.3.6. Use coin operated machines

1.4. Understand methods and procedures to obtain housing and services and related maintenance.

- 1.4.0. Identify the correct picture or appropriate response from oral cues
- 1.4.1. Identify different kinds of housing (see also 1.4.2.)
- 1.4.2. Interpret classified ads and other information to locate housing
- 1.4.3. Interpret lease and rental agreements
- 1.4.4. Interpret information to obtain housing utilities
- 1.4.5. Interpret information about the rights of a renter and the rights of a landlord
- 1.4.6. Interpret information about housing loans and home related insurance
- 1.4.7. Interpret information about home maintenance (see also 1.7.4.)
- 1.4.8. Recognize home theft and fire prevention measures

1.5. Apply principles of budgeting in the management of money.

- 1.5.0. Identify the correct picture or appropriate response from oral cues
- 1.5.1. Interpret information about personal and family budgets
- 1.5.2. Plan for major purchases (see also 1.5.1.)
- 1.5.3. Interpret bills (see also 2.1.4.)

1.6. Understand consumer protection laws and resources.

- 1.6.0. Identify the correct picture or appropriate response from oral cues
- 1.6.1. Interpret food packaging labels (see also 3.5.1.)
- 1.6.2. Identify consumer protection resources available when confronted with fraudulent tactics
- 1.6.3. Identify procedures the consumer can follow if merchandise is defective or inappropriate

1.7. Understand procedures for the care, maintenance, and use of personal possessions.

- 1.7.0. Identify the correct picture or appropriate response from oral cues
- 1.7.1. Interpret product guarantees and warranties
- 1.7.2. Interpret clothing care labels
- 1.7.3. Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1.)
- 1.7.4. Interpret maintenance procedures for household appliances and personal possessions

1.7. continued:

1.7.5. Interpret directions to obtain repairs

1.8. Use banking and financial services in the community.

1.8.0. Identify the correct picture or appropriate response from oral cues

1.8.1. Demonstrate the use of savings and checking accounts

1.8.2. Interpret the procedures and forms associated with banking services

1.8.3. Interpret interest or interpret interest-earning savings plans

1.8.4. Interpret information about the types of loans available through lending institutions

1.9. Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations.

1.9.0. Identify the correct picture or appropriate response from oral cues

1.9.1. Interpret highway and freeway signs (see also 2.2.2.)

1.9.2. Identify regulations and procedures to obtain a driver's license (see also 2.5.7.)

1.9.3. Compute mileage and gasoline consumption

1.9.4. Interpret maps (see also 2.2.5.)

1.9.5. Interpret information related to the selection and purchase of a car

1.9.6. Interpret information related to automobile maintenance

1.9.7. Recognize what to do in case of automobile emergencies

1.9.8. Interpret information about automobile insurance

2. COMMUNITY RESOURCES - The student will:

2.1. Use the telephone and telephone book.

- 2.1.0. Identify the correct picture or appropriate response from oral cues
- 2.1.1. Use the telephone directory and related publications to locate information
- 2.1.2. Identify the procedures to locate emergency numbers and to place emergency calls
- 2.1.3. Interpret information about time-zones
- 2.1.4. Interpret telephone billings
- 2.1.5. Interpret telegram rates and procedures
- 2.1.6. Interpret information about using a pay telephone
- 2.1.7. Take telephone messages

2.2. Understand how to locate and use different types of transportation and interpret related travel information.

- 2.2.0. Identify the correct picture or appropriate response from oral cues
- 2.2.1. Ask for and give directions
- 2.2.2. Recognize and use signs related to transportation (see also 1.9.1.)
- 2.2.3. Identify different types of transportation in the community
- 2.2.4. Interpret transportation schedules and fares
- 2.2.5. Use maps relating to travel needs (see also 1.9.4.)

2.3. Understand concepts of time.

- 2.3.0. Identify the correct picture or appropriate response from oral cues
- 2.3.1. Interpret clock time
- 2.3.2. Identify the months of the year and the days of the week

2.4. Use the services provided by the Post Office.

- 2.4.0. Identify the correct picture or appropriate response from oral cues
- 2.4.1. Address letters
- 2.4.2. Interpret postal rates and types of mailing services
- 2.4.3. Interpret postal service forms
- 2.4.4. DELETE

2.4. continued:

- 2.4.5. Identify the process for tracing a lost letter or parcel
- 2.4.6. Interpret a postal money order form

2.5. Use community agencies and services.

- 2.5.0. Identify the correct picture or appropriate response from oral cues
- 2.5.1. Locate agencies that provide emergency help and how to effectively use them
- 2.5.2. Identify how and when to apply for governmental services such as Social Security and Medicare (see also 4.1.1.)
- 2.5.3. Locate medical and health facilities in the community (see also 3.5.6.)
- 2.5.4. Read, interpret, and follow directions found on signs and directories
- 2.5.5. Identify educational services and facilities and how to use them
- 2.5.6. Use library resources, reference materials, content tables, indexes, and dictionaries
- 2.5.7. Interpret permit and license requirements (see also 1.9.2.)
- 2.5.8. Interpret information found in newspapers, periodicals, business letters, pamphlets, and publications (see also 1.2.1., 1.4.2., and 4.1.4.)
- 2.5.9. Identify child care services in the community (see also 3.5.7.)

2.6. Use leisure time resources and facilities.

- 2.6.0. Identify the correct picture or appropriate response from oral cues
- 2.6.1. Interpret information about recreational and entertainment facilities and activities
- 2.6.2. Locate information in T.V., movie, and other recreational listings
- 2.6.3. Interpret information about planning vacations and making reservations
- 2.6.4. Interpret restaurant menus and compute related costs

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3. HEALTH - The student will:

3.1. Understand common ailments and seek appropriate medical assistance.

- 3.1.0. Identify the correct picture or appropriate response from oral cues
- 3.1.1. Interpret information about illness, including the description of symptoms and doctor's directions
- 3.1.2. Identify information necessary to make medical and dental appointments

3.2. Understand medical and dental forms and related information.

- 3.2.0. Identify the correct picture or appropriate response from oral cues
- 3.2.1. Fill out medical health history forms
- 3.2.2. Interpret immunization requirements
- 3.2.3. Interpret information associated with medical, dental, or life insurance

3.3. Understand how to select and use medications.

- 3.3.0. Identify the correct picture or appropriate response from oral cues
- 3.3.1. Identify and use necessary medications (see also 3.3.2. and 3.3.3.)
- 3.3.2. Interpret medicine labels (See also 3.3.1. and 3.4.1.)
- 3.3.3. Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1.)

3.4. Understand basic health and safety procedures.

- 3.4.0. Identify the correct picture or appropriate response from oral cues
- 3.4.1. Interpret product label directions, warnings, danger signs, and symbols (see also 1.7.3. and 3.3.2.)
- 3.4.2. Identify safety measures that can prevent accidents and injuries
- 3.4.3. Interpret procedures for simple first-aid
- 3.4.4. SEE 4.3.2.
- 3.4.5. Recognize problems related to drugs, tobacco, and alcohol, and identify where treatment may be obtained

3.5. Understand basic principles of health maintenance.

- 3.5.0. Identify the correct picture or appropriate response from oral cues
- 3.5.1. Interpret nutritional and related information listed on food labels (see also 1.6.1.)

3.5. continued:

3.5.2. Select a balanced diet using the basic food groups

3.5.3. Interpret food storage information

3.5.4. Identify practices that promote dental health

3.5.5. Identify practices that promote cleanliness and hygiene

3.5.6. Interpret information and identify agencies that assist with family planning (see also 2.5.3.)

3.5.7. Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9.)

3.5.8. Identify practices that promote mental well being

3.5.9. Identify practices that promote physical well being

4. OCCUPATIONAL KNOWLEDGE - The student will:

4.1. Understand basic principles of applying for and maintaining a job.

4.1.0. Identify the correct picture or appropriate response from oral cues

4.1.1. Interpret Social Security applications and related forms (see also 2.5.2.)

4.1.2. Interpret job applications, resumes, and letters of application

4.1.3. Interpret job descriptions, and identify sources of information about jobs or training opportunities (see also 2.5.5.)

4.1.4. Interpret job ads

4.1.5. Use appropriate questions and responses during job interviews, and recognize standards of behavior during interviews

4.1.6. Interpret work related vocabulary (see also 4.1.8.)

4.1.7. Identify behaviors, attitudes, skills, or education to maintain a job or receive a promotion

4.1.8. Recognize and use occupational signs, charts, or directions

4.2. Understand wages, benefits, and concepts of labor organizations.

4.2.0. Identify the correct picture or appropriate response from oral cues

4.2.1. Interpret wages, wage deductions and benefits, including wage informational charts, pamphlets, and forms

4.2.2. Interpret information about labor unions

4.2.3. Interpret employment contracts, union agreements, and employer handbooks

4.3. Understand safety standards and procedures in the work place.

4.3.0. Identify the correct picture or appropriate response from oral cues

4.3.1. Interpret safety signs found in places of employment and public buildings

4.3.2. Interpret work safety manuals and related publications

4.3.3. Identify appropriate work attire

4.3.4. Identify procedures associated with job related injuries and damages

5. GOVERNMENT AND LAW - The student will:

5.1. Understand concepts of voting.

- 5.1.0. Identify the correct picture or appropriate response from oral cues
- 5.1.1. Identify voter qualifications
- 5.1.2. Interpret a voter registration form
- 5.1.3. Interpret a ballot

5.2. DELETE

5.3. Understand an individual's legal rights and responsibilities and procedures for obtaining legal advice.

- 5.3.0. Identify the correct picture or appropriate response from oral cues
- 5.3.1. Interpret common legal forms, rules, and ordinances
- 5.3.2. Identify procedures for obtaining legal advice
- 5.3.3. Interpret Small Claims Court procedures
- 5.3.4. Interpret laws affecting door-to-door sales
- 5.3.5. Interpret information about traffic tickets

5.4. Understand concepts of taxation.

- 5.4.0. Identify the correct picture or appropriate response from oral cues
- 5.4.1. Interpret the short form of the income tax
- 5.4.2. Compute or define sales tax
- 5.4.3. Interpret tax tables (see also 5.4.1. and 5.4.2.)
- 5.4.4. Interpret tax information from articles and publications

6. COMPUTATION - The student will:

6.1. Compute using whole numbers.

- 6.1.0. Identify the correct picture or appropriate response from oral cues
- 6.1.1. Add whole numbers
- 6.1.2. Subtract whole numbers
- 6.1.3. Multiply whole numbers
- 6.1.4. Divide whole numbers
- 6.1.5. Perform multiple operations using whole numbers

6.2. Compute using decimal fractions.

- 6.2.0. Identify the correct picture or appropriate response from oral cues
- 6.2.1. Add decimal fractions
- 6.2.2. Subtract decimal fractions
- 6.2.3. Multiply decimal fractions
- 6.2.4. Divide decimal fractions
- 6.2.5. Perform multiple operations using decimal fractions
- 6.2.6. Convert decimal fractions to common fractions or percents

6.3. Compute using fractions.

- 6.3.0. Identify the correct picture or appropriate response from oral cues
- 6.3.1. Add common or mixed fractions
- 6.3.2. Subtract common or mixed fractions
- 6.3.3. Multiply common or mixed fractions
- 6.3.4. Divide common or mixed fractions
- 6.3.5. Perform multiple operations using fractions
- 6.3.6. Convert common or mixed fractions to decimal fractions or percents

6.4. Compute using percents.

- 6.4.0. Identify the correct picture or appropriate response from oral cues
- 6.4.1. Apply a percent to determine amount of discount
- 6.4.2. Apply a percent in a context not involving money

6.4. continued:

6.4.3. Calculate percents

6.4.4. Convert percents to common, mixed, or decimal fractions

6.5. Use expressions, equations, or formulas.

6.5.0. Identify the correct picture or appropriate response from oral cues

6.5.1. Recognize or evaluate simple consumer formulas

6.5.2. Recognize or evaluate simple geometric formulas

6.5.3. Recognize or evaluate simple algebraic formulas

6.6. Use measurement.

6.6.0. Identify the correct picture or appropriate response from oral cues

6.6.1. Convert U.S. Customary and Standard International Metric System of Measurement

6.6.2. Measure linear dimensions, geometric shapes, or angles

6.6.3. Measure area and volume of geometric shapes

6.6.4. Use measurement instruments

6.6.5. Interpret scale drawings

6.6.6. Calculate with units of time

6.6.7. Solve measurement problems in stipulated situations

6.6.8. Interpret mechanical concepts or spacial relationships

6.7. Interpret data from graphs or compute averages.

6.7.0. Identify the correct picture or appropriate response from oral cues

6.7.1. Interpret data given in a line graph

6.7.2. Interpret data given in a bar graph

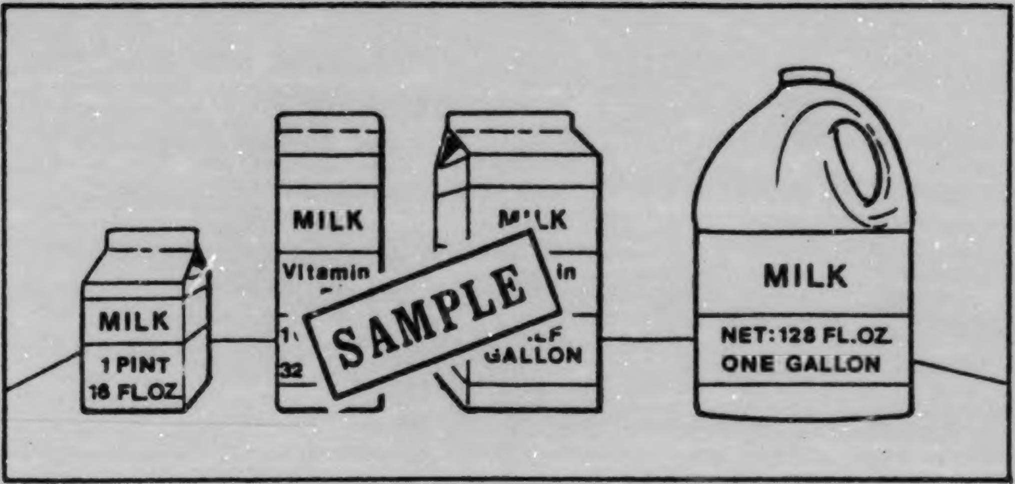
6.7.3. Interpret data given in a picture graph

6.7.4. Interpret data given in a circle graph

6.7.5. Compute an average from a given list of data points

SAMPLE ITEM BANK INFORMATION

DIRECTIONS: Refer to the following labels to answer the next questions.


MILK
1 PINT
16 FL.OZ
MILK
Vitamin
32
MILK
in
GALLON
SAMPLE
MILK
NET:128 FL.OZ
ONE GALLON

117599

117598

117597

117596

SAMPLE

D.L. 202 Key B 117599

Date	Norm Group	P-Value	N
11/81	Int. ESL	74	580

Display: Milk container sizes 1175

You have one pint of milk. How many 8-oz. glasses of milk can you pour?

A. 1 glass
B. 2 glasses
C. 3 glasses
D. 4 glasses

D.L. 194 Key D 117598

Date	Norm Group	P-Value	N
11/81	Int. ESL	85	580

Display: Milk container sizes 1175

How many quarts of milk equal one gallon of milk?

A. 1 quart
B. 2 quarts
C. 3 quarts
D. 4 quarts

SAMPLE

D.L. 197 Key B [illegible]

Date	Norm Group	P-Value	N
11/81	Int. ESL	[illegible]	580

Display: Milk cont[illegible] sizes 1175

How many ounces of milk are there in a half gallon?

A. 32 ounces
B. 64 ounces
C. 128 ounces
D. 132 ounces

D.L. 201 Key C 117596

Date	Norm Group	P-Value	N
11/81	Int. ESL	75	580

Display: Milk container sizes 1175

You bought two quarts of milk. Your friend bought the same amount of milk as you did. Which of the following did your friend buy?

A. 2 pints of milk
B. 1 quart of milk
C. 1 half gallon of milk
D. 2 half gallons of milk

Competency Code 117

You have one pint of milk. How many 8-oz. glasses of milk can you pour? — *Item Stem*

A. 1 glass
B. 2 glasses — *Correct Answer*
C. 3 glasses — *Distractors*
D. 4 glasses

Item Bank Code Number

Correct Response

Adjusted Rasch Score — D.L. 202 Key B 117599

Percent of students selecting correct response

Date of test administration

Date	Norm Group	P-Value	N
11/81	Int. ESL	74	580

Display: Milk container sizes 1175

Display Code Number

Number of students answering item

APPENDIX B

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

ABE Class Test Record Sheet

Pre-Post Test

1982

Teacher Name ______________________________

District ______________________________

Site ______________________________

Time/Day Class Meets ______________________________

Class Title/Level ABE____ ESL____ BEG.____ INT.____ ADV.____

Date of Pre-Test ______________ Date of Post-Test ____________

STUDENT NAME	Pre-Test			Post-Test			RIT SCORE DIFFERENCE	HOURS OF INSTRUCTION
	TEST LEVEL	TEST FORM	RAW SCORE	TEST LEVEL	TEST FORM	RAW SCORE		

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

ABE Questionnaire 1982 - 1983
(To be filled out by each teacher participating in the ABE Pre-Post testing)

Purpose: To provide additional information in evaluating CASAS Assessment System.

Name of Teacher ____________________

1. Indicate the total number of students in this class on the day of the ABE Post test.
(______) Number of students (Include students who are present but not testing.)

2. Indicate number of hours per week this class meets ______.

3. If you have used an instructional aide with this class, what are the number of hours of class time per week an aide is in this class? ______.

Indicate the number of aide hours used in this class in the following two tasks:

______ hours per week working directly with students in a teaching role, etc.

______ hours per week working in clerical role e.g. filing, correcting papers.

4. Indicate the total number of hours this class met from date of pre test to date of post test ______.

5. During the time of the pre to post test, indicate the approximate percent of your instructional class time spent in each of the following instructional areas:

______% Life Skills Development e.g. Consumer Economics, Occupational Knowledge, Community Resources

______% Basic Language Skills Development

______% Basic Computational Development

______% Other - Please specify ____

____

6. Indicate the number (refer to question #1) of students whose main reason for being in your class is to:

______ go into further education

______ get a job or get a better job

______ function better in day-to-day living

7. Indicate primary teaching setting for these students. (Check one only)

______ class setting

______ learning lab (Individualized self paced instruction)

______ class setting & learning lab combination

8. Indicate the learning levels present in this class. (Check as many as appropriate.)

______ ESL Beginning

______ ESL Intermediate

______ ESL Advanced

______ ABE Beginning

______ ABE Intermediate

______ ABE Advanced

______ Other (specify) ________________________________

9. Comments: ____

____

____

7-19-82 tls

STUDENT NAME	Pre-Test			Post-Test			RIT SCORE DIFFERENCE	HOURS OF INSTRUCTION
	TEST LEVEL	TEST FORM	RAW SCORE	TEST LEVEL	TEST FORM	RAW SCORE		

APPENDIX C

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall 1982 ABE Test - Level A Form 01

		P-Values				
Item	Item Bank #	Int ESL	All Students	RIT Difficulty Level	Raw Score	Scale Score
1	114504	94	82	177	1	153.7
2	232204	82	80	181	2	161.3
3	116499	90	91	182	3	166.0
4	231593	75	72	188	4	169.6
5	115504	70	72	190	5	172.5
6	332319	76	68	182	6	175.1
7	221208	81	73	188	7	177.4
8	221209	72	68	188	8	179.6
9	421209	89	86	173	9	181.6
10	421207	74	70	182	10	183.6
11	312202	57	56	189	11	185.5
12	112502	93	89	186	12	187.4
13	241403	77	55	191	13	189.4
14	258203	88	82	178	14	191.3
15	258201	90	82	179	15	193.4
16	224285	60	60	192	16	195.5
17	414407	66	60	192	17	197.8
18	254401	70	60	196	18	200.4
19	121410	75	72	183	19	203.4
20	121409	58	55	189	20	206.9
21	182110	72	68	188	21	211.7
22	182109	61	56	195	22	219.2
23	412113	53	43	200	23	

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall 1982 ABE Test - Level A Form 02

Item	Item Bank #	P-Values Int ESL	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	114505	88	85	179	1	154.7
2	232209	88	85	182	2	162.3
3	116496	93	76	184	3	167.1
4	254402	93	86	190	4	170.7
5	115505	71	76	185	5	173.7
6	B31586	66	58	211	6	176.3
7	332319	76	68	182	7	178.6
8	112502	93	88	186	8	180.8
9	258203	85	79	178	9	182.9
10	258202	88	80	181	10	184.9
11	221207	90	80	188	11	186.9
12	221206	88	82	191	12	188.9
13	421209	95	90	173	13	190.9
14	421206	83	78	186	14	192.9
15	312201	73	68	192	15	195.1
16	414407	68	63	192	16	197.3
17	224284	68	71	193	17	199.8
18	241405	85	57	187	18	202.5
19	182110	71	72	188	19	205.7
20	182112	51	44	198	20	209.5
21	121408	93	85	184	21	214.5
22	121406	54	57	195	22	222.5
23	412114	56	48	202	23	

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall 1982 ABE Test - Level B Form 03

Item	Item Bank #	P-Values		RIT Difficulty Level	Raw Score	Scale Score
		Int ESL	All Students			
1	241405	88	88	187	1	165.1
2	241406	90	90	191	2	172.6
3	116496	92	93	184	3	177.3
4	116497	80	80	196	4	180.8
5	224286	76	76	202	5	183.7
6	224204	91	91	192	6	186.1
7	222405	89	90	192	7	188.3
8	222401	84	86	194	8	190.3
9	254401	85	85	196	9	192.2
10	221204	83	83	197	10	193.9
11	221203	80	80	197	11	195.6
12	172404	73	73	195	12	197.2
13	172403	74	74	201	13	198.7
14	321105	65	65	204	14	200.3
15	321106	59	59	206	15	201.8
16	411101	74	74	204	16	203.3
17	411104	64	64	207	17	204.8
18	412101	71	73	202	18	206.3
19	412102	60	60	210	19	207.9
20	142403	68	69	201	20	209.5
21	142404	57	60	209	21	211.1
22	211210	62	62	207	22	212.8
23	211211	49	49	214	23	214.6
24	414406	54	54	210	24	216.6
25	414401	60	61	209	25	218.8
26	353407	68	70	205	26	221.2
27	353406	56	58	211	27	224.0
28	121494	62	62	208	28	227.5
29	121495	61	60	209	29	232.1
30	332314	39	39	217	30	239.6
31	332318	33	33	219		

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall 1982 ABE Test - Level B Form 04

		P-Values		RIT		
Item	Item Bank #	Int ESL	All Students	Difficulty Level	Raw Score	Scale Score
1	241401	92	90	183	1	163.6
2	241403	83	81	191	2	171.2
3	116499	98	98	182	3	175.9
4	116492	79	78	200	4	179.4
5	221202	95	93	190	5	182.3
6	221205	86	84	195	6	184.8
7	254402	96	95	190	7	187.1
8	222406	89	89	194	8	189.1
9	222408	66	66	206	9	191.0
10	211201	85	84	196	10	192.8
11	221206	84	83	196	11	194.5
12	412104	92	90	194	12	196.1
13	412101	75	74	202	13	197.7
14	224289	82	79	198	14	199.3
15	224207	90	89	195	15	200.8
16	121498	76	75	203	16	202.4
17	121499	62	62	212	17	203.9
18	172402	78	78	200	18	205.5
19	172401	72	71	205	19	207.1
20	321101	72	72	202	20	208.7
21	321104	65	65	207	21	210.4
22	142403	72	72	201	22	212.2
23	142404	60	60	209	23	214.1
24	411102	68	67	207	24	216.1
25	411106	72	70	208	25	218.3
26	353407	74	74	205	26	220.8
27	353406	60	61	211	27	223.7
28	414405	64	64	211	28	227.3
29	414404	48	48	220	29	232.0
30	332314	40	41	217	30	239.5
31	332318	39	38	219		

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall 1982 ABE Test - Level C Form 05

		P-Values		RIT		
Item	Item Bank #	Int ESL	All Students	Difficulty Level	Raw Score	Scale Score
1	121490	83	80	195	1	171.2
2	121491	81	77	202	2	178.5
3	411111	70	73	211	3	183.0
4	411112	88	92	193	4	186.4
5	243104	89	89	199	5	189.1
6	243103	56	64	215	6	191.3
7	543297	81	82	199	7	193.3
8	543298	67	66	206	8	195.1
9	258310	81	86	199	9	196.8
10	258308	62	72	210	10	198.3
11	343310	82	82	209	11	199.8
12	343307	84	82	208	12	201.1
13	142406	74	80	201	13	202.4
14	142404	70	80	209	14	203.7
15	254209	56	62	213	15	204.9
16	254208	59	57	221	16	206.1
17	256230	81	79	206	17	207.2
18	256226	60	71	210	18	208.4
19	224283	83	85	204	19	209.5
20	224281	68	71	212	20	210.6
21	153204	57	65	207	21	211.7
22	153202	60	70	210	22	212.8
23	414401	58	58	209	23	213.9
24	414405	61	72	211	24	215.0
25	341407	69	72	210	25	216.2
26	341405	62	68	214	26	217.3
27	144302	78	84	206	27	218.5
28	144304	40	50	221	28	219.7
29	423308	46	58	220	29	221.0
30	423305	47	60	218	30	222.3
31	541103	44	57	216	31	223.6
32	541104	50	59	216	32	225.1
33	412111	40	59	214	33	226.6
34	412108	25	44	223	34	228.2
35	332306	50	[illegible]	212	35	230.0
36	332305	37	[illegible]	222	36	232.0
37	531105	44	[illegible]	219	37	234.3
38	531106	42	[illegible]	222	38	237.0
39	534304	44	[illegible]	219	39	240.3
40	534303	39	59	221	40	244.8
41	322202	34	[illegible]	226	41	252.2
42	322204	27	24	233		

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Fall 1982 ABE Test - Level C Form 06

Item	Item Bank #	P-Values Int ESL	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	256227	85	89	203	1	173.8
2	256229	32	76	205	2	181.1
3	214202	91	85	203	3	185.6
4	214203	68	68	209	4	188.8
5	414406	85	78	210	5	191.5
6	414404	68	56	220	6	193.7
7	541102	62	74	205	7	195.7
8	541105	44	58	217	8	197.4
9	142401	85	72	204	9	199.0
10	142404	85	84	209	10	200.5
11	411107	82	82	208	11	201.9
12	411109	100	92	198	12	203.3
13	345401	59	69	213	13	204.5
14	341407	82	66	210	14	205.8
15	412109	79	78	211	15	207.0
16	412112	44	54	223	16	208.2
17	224282	97	91	203	17	209.3
18	224281	82	79	212	18	210.4
19	258307	82	82	206	19	211.6
20	258311	71	67	219	20	212.7
21	343311	79	83	209	21	213.8
22	343309	65	64	219	22	214.9
23	423309	65	57	217	23	216.0
24	423307	71	74	210	24	217.2
25	121489	74	73	209	25	218.3
26	123397	88	83	210	26	219.5
27	144303	97	92	204	27	220.7
28	144305	56	57	216	28	222.0
29	332307	47	57	221	29	223.3
30	332306	71	66	212	30	224.7
31	243102	56	66	212	31	226.1
32	243105	65	54	218	32	227.6
33	254202	68	73	208	33	229.2
34	254204	44	56	224	34	231.0
35	531105	62	60	219	35	232.9
36	531106	68	61	222	36	235.1
37	534304	47	57	219	37	237.5
38	534303	65	66	221	38	240.4
39	322202	44	41	226	39	244.0
40	322204	29	25	233	40	248.8
41	543299	18	26	236	41	256.6
42	543296	24	25	244		

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall 1982 Listening ABE Test - Level A Form 43

Item	Item Bank #	P-Values Int ESL	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	0006EA					
2	0006EB					
3	410601	80	91	171	1	151.3
4	110601	88	86	177	2	158.8
5	230604	70	67	190	3	163.5
6	000603	79	85	178	4	167.0
7	220602	84	84	179	5	169.9
8	000636	82	86	177	6	172.3
9	310603	73	68	189	7	174.5
10	110606	54	64	197	8	176.5
11	400603	75	73	188	9	178.4
12	140611	66	61	193	10	180.1
13	220616	91	69	189	11	181.7
14	140614	80	60	193	12	183.3
15	190601					
16	400601	73	52	197	13	184.9
17	210601	79	70	197	14	186.4
18	1006EA					
19	200608					
20	220617	96	89	174	15	187.8
21	240606	91	81	181	16	189.3
22	260414	84	62	192	17	190.7
23	260605	84	81	181	18	192.1
24	310617	52	57	195	19	193.6
25	130608	84	79	183	20	195.0
26	210602	77	81	181	21	196.5
27	180604	89	80	182	22	198.1
28	190603	59	48	200	23	199.7
29	0006EC					
30	000602	45	47	200	24	201.3
31	000619	38	52	197	25	203.1
32	110608	43	50	199	26	205.0
33	310609	39	41	194	27	207.1
34	260607	54	55	196	28	209.4
35	000637	52	59	194	29	212.2
36	210604	41	44	195	30	215.6
37	410606	16	31	198	31	220.1
38	240603	30	44	202	32	227.5
39	260609	25	42	203	33	

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall 1982 Listening ABE Test - Level A Form 44

Item	Item Bank #	P-Values Int ESL	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	0006EA					
2	0006EB					
3	410602	94	88	177	1	151.1
4	110602	96	93	172	2	158.7
5	230603	89	87	178	3	163.3
6	000604	96	88	177	4	166.8
7	220601	98	86	178	5	169.6
8	000617	89	90	174	6	172.0
9	310604	88	96	177	7	174.2
10	110606	86	76	197	8	176.2
11	400603	87	77	188	9	178.0
12	140602	82	91	182	10	179.7
13	220604	76	72	189	11	181.3
14	140613	70	65	193	12	182.9
15	190601					
16	400602	33	47	202	13	184.4
17	210601	80	61	197	14	185.8
18	1006EA					
19	200606					
20	220606	87	64	201	15	187.3
21	240602	67	72	194	16	188.7
22	140601	89	74	189	17	190.1
23	260606	76	79	188	18	191.5
24	310610	89	63	185	19	192.9
25	130603	85	73	194	20	194.3
26	210603	96	80	188	21	195.7
27	180603	83	80	184	22	197.2
28	190602	76	65	184	23	198.7
29	0006EC					
30	000627	85	66	193	24	200.3
31	000623	61	48	192	25	201.9
32	110613	80	55	201	26	203.7
33	310609	72	49	198	27	205.6
34	260603	70	57	194	28	207.7
35	000620	85	62	197	29	210.0
36	210604	85	53	195	30	212.8
37	410606	44	41	195	31	216.2
38	240601	54	34	198	32	220.8
39	240604	76	54	208	33	228.2

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Fall 1982 Listening ABE Test - Level B Form 45

Item	Item Bank #	P-Values Int ESL	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	0006EC					
2	3106EB					
3	210604	74	75	195	1	164.9
4	310609	77	76	194	2	172.3
5	410606	70	71	198	3	176.8
6	000638	74	74	196	4	180.2
7	260616	78	78	194	5	183.0
8	0006EB					
9	110606	71	71	197	6	185.3
10	400603	85	85	188	7	187.4
11	000634	79	79	193	8	189.4
12	100622	79	79	192	9	191.2
13	000639	63	64	201	10	192.8
14	190601					
15	180612	36	37	214	11	194.5
16	210601	71	71	197	12	196.0
17	400613	72	72	197	13	197.6
18	220608	42	42	211	14	199.1
19	2306EA					
20	310612	66	66	200	15	200.6
21	410608	59	60	203	16	202.2
22	190605	43	43	211	17	203.7
23	250607	46	47	209	18	205.3
24	180613	70	69	198	19	207.0
25	2506EA					
26	000640	75	74	195	20	208.7
27	140612	41	43	211	21	210.5
28	210606	43	44	210	22	212.5
29	180606	59	61	203	23	214.7
30	410609	76	76	195	24	217.1
31	2506EB					
32	260617	59	60	203	25	219.9
33	250604	63	63	202	26	223.4
34	130605	62	62	202	27	228.0
35	110615	71	70	198	28	235.5
36	410610	78	78	193	29	

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Fall 1982 Listening ABE Test - Level B Form 46

Item	Item Bank #	P-Values Int ESL	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	0006EC					
2	3106EB					
3	210604	75	77	195	1	165.7
4	310609	70	70	194	2	173.3
5	410606	73	75	198	3	177.9
6	000635	57	60	205	4	181.4
7	260610	29	34	217	5	184.2
8	0006EB					
9	110606	67	70	197	6	186.7
10	400603	88	90	188	7	188.9
11	000630	99	100	214	8	190.9
12	100624	45	42	193	9	192.8
13	000641	80	81	186	10	194.6
14	190601					
15	180607	89	89	197	11	196.3
16	210601	70	72	204	12	198.0
17	400615	59	62	211	13	199.6
18	220608	53	56	200	14	201.2
19	2306EA					
20	310612	66	68	212	15	202.9
21	410619	43	44	211	16	204.5
22	190605	42	44	203	17	206.2
23	250605	61	64	203	18	208.0
24	180610	63	63	196	19	209.8
25	2506EA					
26	000633	76	77	213	20	211.7
27	140605	42	44	210	21	213.7
28	210606	41	42	203	22	216.0
29	180609	63	64	197	23	218.5
30	410611	75	76	198	24	221.4
31	2506EB					
32	260611	71	73	202	25	224.9
33	250604	60	61	199	26	229.6
34	130606	70	71	198	27	237.1
35	110615	71	74	193	28	
36	410610	88	88		29	

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Fall 1982 Listening ABE Test - Level C Form 47

Item	Item Bank #	P-Values Int ESL	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	1006EB					
2	4006EA					
3	400614	64	78	214	1	172.4
4	430601	79	87	197	2	180.1
5	200609	66	76	205	3	184.9
6	220608	54	68	211	4	188.5
7	2306EA					
8	310612	59	82	200	5	191.6
9	140607	47	50	218	6	194.2
10	410630	46	51	218	7	196.7
11	410634	57	81	202	8	198.9
12	180614	72	87	197	9	201.1
13	190605	47	65	211	10	203.2
14	2606EA					
15	210606					
16	100623	30	36	225	11	205.2
17	330611	36	58	214	12	207.2
18	130607	34	48	219	13	209.2
19	140608	68	86	198	14	211.3
20	410635	79	85	199	15	213.4
21	430607	47	55	209	16	215.5
22	3106EC					
23	260618	71	90	193	17	217.8
24	250604	66	71	202	18	220.3
25	410610	83	94	193	19	223.0
26	110615	76	88	198	20	226.1
27	140610	34	45	221	21	229.8
28	530602	74	77	204	22	234.7
29	220618	49	64	212	23	242.4
30	260619	30	58	215	24	

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
Fall Listening ABE Test - Level C Form 48

Item	Item Bank #	P-Values All Students	RIT Difficulty Level	Raw Score	Scale Score
1	1006EB				
2	4006EA				
3	400609	60	212	1	172.0
4	140606	54	215	2	179.7
5	200610	68	208	3	184.5
6	220608	67	211	4	188.1
7	2306EA				
8	310612	81	200	5	191.2
9	430605	47	218	6	193.8
10	410625	66	209	7	196.2
11	410618	61	212	8	198.4
12	180611	81	201	9	200.5
13	190605	61	211	10	202.6
14	2606EA				
15	210606				
16	100620	38	222	11	204.6
17	310610	85	198	12	206.5
18	100621	46	218	13	208.5
19	190606	44	219	14	210.4
20	410624	88	196	15	212.5
21	430608	92	191	16	214.6
22	3106EC				
23	260613	87	197	17	216.8
24	250604	72	202	18	219.2
25	410610	95	193	19	221.8
26	110615	93	198	20	224.9
27	410633	76	204	21	228.5
28	210607	77	204	22	233.3
29	220611	66	209	23	241.0
30	260620	69	208	24	

APPENDIX D

During 1982-83, the CASAS pre-post class data, submitted by the CASAS Consortium districts for 1981-82, was analyzed. A total of 134 classes reported on 1,757 student pre/post test pairs. Of these, 447 test pairs were deleted due to pre-test scores within 3 points of the maximum for the test taken. Raw scores were then converted to RIT scores and class means and standard deviations were computed on pre test, post test, and change RIT scores. A class was deleted from the analysis if the number of valid pre/post test pairs was less than 4; 23 classes met this criteria. The resultant analysis was therefore based on 111 classes reporting on 1,310 students.

Following is a summary of selected statistics for the class demographic and test variables. These statistics are reported first for the entire population and then by class level* as reported by the instructor.

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* classes which indicated one level of instruction only were included in the analyses by level.

8/83

		All Students		Beg ESL ONLY		Int ESL ONLY		Adv ESL ONLY	
	VARIABLES	Mean SD	Minimum Maximum	Mean SD	Minimum Maximum	Mean SD	Minimum Maximum	Mean SD	Minimum Maximum
			N=111		N=30		N=22		N=7
Number of students took test	V3	14.9 8.3	4 49	15.7 7.8	4 35	16.7 7.5	5 40	17.3 9.5	7 30
Number present (class size)	V4	26.3 13.7	0 98	26.1 9.7	0 50	27.9 13.4	0 51	26.6 8.7	17 40
Number hours per week class met	V5	13.8 7.2	0 38	14.9 4.4	6 30	15.8 6.8	0 35	15.3 9.6	6 35
Number hours per week aide available	V6	4.8 7.7	0 38	4.6 7.1	0 30	1.8 4.0	0 12	4.3 5.7	0 12
Number hours per week aide with students	V7	4.1 6.9	0 30	4.7 6.9	0 30	1.9 4.8	0 20	6.0 10.8	0 30
Number hours per week aide as clerk	V8	2.0 3.9	0 22	1.1 2.5	0 10	2.2 4.6	0 20	2.7 3.4	0 9
Total number hours class met	V9	115.1 154.6	0 1000	91.3 64.4	0 240	153.1 142.0	0 740	131.7 136.3	4 420
% time on Life Skill	V10	30.8 20.6	0 85	31.5 21.2	0 75	33.1 17.6	10 75	24.0 10.3	10 35
% time on Language Development	V11	57.0 23.8	0 100	63.8 23.2	25 100	62.9 20.2	25 90	55.3 28.6	0 80
% time on Basic Computational Skill	V12	5.5 11.5	0 50	2.4 5.8	0 25	1.1 3.1	0 10	2.1 3.9	0 10
% time on Other	V13	6.7 18.2	0 100	2.3 7.0	0 30	2.9 8.4	0 34	18.6 26.9	0 75
Number whose reason is education	V14	22.9 21.4	0 88.9	7.0 10.4	0 33.3	30.0 17.0	5.7 57.1	25.6 30.6	0 73.9
Number whose reason is to get a job	V15	38.7 *MISS	0 100	40.3 31.6	0 100	38.7 *MISS	0 100	41.8 32.0	12.5 100
Number whose reason is to function better	V16	38.4 29.1	0 100	52.7 33.7	0 100	31.3 18.2	0 66.7	32.7 31.1	0 77.5
PRE Test Mean	V25	207.4 12.8	151.4 231.4	195.6 7.8	177.7 207.8	210.1 6.7	194.0 219.3	221.1 5.9	209.8 229.3
POST Test Mean	V27	214.4 12.0	145.1 236.4	205.0 7.3	184.8 215.5	217.1 6.7	204.5 226.0	225.5 3.7	218.7 230.4
PRE Test Mean - POST Test Mean	V29	7.06 6.36	-6.60 34.60	9.48 6.35	-1.2 22.7	7.06 4.50	-0.3 15.4	4.41 2.84	1.1 8.9
Attrition Ratio	V32	45.3 18.6	0.0 90.8	43.2 16.7	12.1 76.5	47.1 16.8	9.1 75.0	36.8 18.6	13.8 66.7
Validity Ratio	V33	78.2 19.8	16.1 100	84.3 14.6	52.9 100.0	71.2 18.6	33.3 100.0	93.0 7.2	83.3 100.0

* Due to missing or invalid data at time of publication, these figures for this variable are not accurate.

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	VARIABLES	Beg ABE ONLY Mean		Adv ABE ONLY Mean		Beg ABE/ESL	Int ABE/ESL	Adv ABE/ESL
		N=1		N=4			N=40	N=26
Number of students took test	V3	16		7				
Number present (class size)	V4	31		16.5				
Number hours per week class met	V5	12		12.3				
Number hours per week aide available	V6	0		5				
Number hours per week aide with students	V7	0		7.5				
Number hours per week aide as clerk	V8	0		2.5				
Total number hours class met	V9	0		84.0	26 120			
% time on Life Skill	V10	35		23.8	10 40			
% time on Language Development	V11	50		45	0 80			
% time on Basic Computational Skill	V12	5		10	0 40			
% time on Other	V13	10		21.3	0 75			
Number whose reason is education	V14	16.1 0	16.1 16.1	31.8 4.8	27.3 36.8			
Number whose reason is to get a job	V15	19.4 0	19.4 19.4	53.8 9.7	43.8 63.2			
Number whose reason is to function better	V16	64.5 0	64.5 14.5	14.4 12.9	0 25.0			
PRE Test Mean	V25	202 10.3		223.75 3.2	219.4 227.1	197.9 151.4/225	209.5 151.4/231.4	219.3 206.7/231.4
POST Test Mean	V27	204 10.1		225.1 4.8	218.4 229.7	206.1 145.1/226.8	215.5 145.1/233.2	222.4 210.4/233.2
PRE Test Mean - POST Test Mean	V29	2.5 4.6		1.33 1.63	-1.0 2.6	8.2 -6.6/22.7	6.0 -6.3/18.9	3.16 -6.6/12.0
Attrition Ratio	V32	48.4		57.4 4.6	52.6 62.5			
Validity Ratio	V33	100		94.4 11.1	77.8 100.0			

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APPENDIX E

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
FIELD TEST DEMOGRAPHIC DATA
1982 - 1983

Content Areas Measured:	0. Oral Assessment 1. Consumer Economics 2. Community Resources 3. Health 4. Occupational Knowledge 5. Government and Law 6. Computation 7. Basic Reading Skills
Competencies Measured:	Priority list established by CASAS Consortium of those competencies included in curriculum for ABE/ESL (See Competency Code List)
Task Areas Measured:	1. Filling out Forms. 2. Iterpreting Maps, Charts Matrices, and Graphs. 3. Information from Stories, Articles, Directions, and Paragraphs. 4. Information from Signs, Price Tags, or Advertisements. 5. Understanding Measurement, Scales, and Diagrams.
Adult Programs Involved:	English as a Second Language Adult Basic Education High School Completion GED Preparation Continuation Education Corrections
Demograpic Data Collected:	Age, Sex, Native Language Background, Ethnic Background, Educational Background.
Districts/Agencies Involved:	See Listing of Consortium Districts and Agencies
Fall 1982	Eight Test Forms 16,716 Pre Test, 10,051, Post Test 26,767 Total Students involved in Field Test 23-40 Test Items per Form
November 1982	Six Test Forms 1,672 Students involved in Field Test 40-42 Test Items per Form
Spring 1983 Reading Item Field Test	Eight Test Forms 1,916 Students involved in Field 39-42 Test Items per Form
Spring 1983 Listening Item Field Test	Eight Test Forms 3,210 Students involved in Field Test 27-39 Test Item per Form

FALL 1982 ABE PRE-TEST

DISTRICT	DISTRICT CODE	NUMBER OF STUDENTS TESTED
Alhambra	270	616
Bakersfield	470	281
Brooklyn, NY	550	346
Burbank	110	649
Cerritos	320	666
Clovis	120	148
Dept. of Corrections	150	191
El Monte	330	590
Elsinore	340	52
Fremont	520	234
Garden Grove	560	71
Grossmont	400	940
Hacienda/La Puente	170	229
Honolulu, Hawaii	640	185
Los Angeles Unified Adult	180	680
Merced	480	64
Oakland	350	747
Sacramento	420	36
Salinas	200	487
San Diego	210	3921
San Francisco	220	1650
San Francisco American Indian Center	250	401
San Jose	230	551
Santa Clara	310	614
Sequoia	360	345
Sweetwater	380	1105
Tulare	450	80
Vallejo	260	212
Visalia	460	153
Watsonville	240	210
Torrance	660	262
		16,716

FALL 1982 ABE POST-TEST

DISTRICT	DISTRICT CODE	NUMBER OF STUDENTS TESTED
Alhambra	270	325
Bakersfield	470	111
Burbank	110	271
Cerritos	320	693
Dept of Corrections	150	86
El Monte	330	616
Fairfield/Suisun	490	344
Garden Grove	560	77
Grossmont	400	479
Hacienda/La Puente	170	120
Merced	480	16
Montebello	190	1097
Oakland	350	701
Sacramento	420	25
Salinas	200	467
San Diego	210	2126
San Francisco	250	1107
Santa Clara	310	490
Sequoia	360	126
Sweetwater	380	232
Tulare	450	27
Vallejo	260	10
Visalia	460	82
Watsonville	240	80
San Jose	230	334
Twin Falls	500	9
		======
		10,051

FALL 1982 ABE TEST - READING

READING	NUMBER OF STUDENTS TESTED BY FORM	
LEVEL A	PRE	POST
FORM 01	3,863	336
FORM 02	842	1,855
LEVEL B		
FORM 03	3,297	442
FORM 04	1,018	2,460
LEVEL C		
FORM 05	1,732	301
FORM 06	337	1724
	11,089	7,118

Total Students tested for Pre and Post 18,207

FALL 1982 ABE TEST - LISTENING

LISTENING LEVEL A	NUMBER STUDENTS TESTED BY FORM PRE	 POST
FORM 43	2,250	142
FORM 44	207	861
LEVEL B		
FORM 45	1,839	182
FORM 46	277	862
LEVEL C		
FORM 47	900	97
FORM 48	154	789
	5,627	2,933

Total Students tested for Pre and Post 8,560

NOVEMBER 1982 LEVEL D ITEM TEST

DISTRICT	DISTRICT CODE	NUMBER OF STUDENTS TESTED
Alhambra	270	67
Aptos	100	127
Bakersfield	470	90
Burbank	110	39
El Monte	330	332
Elsinore	340	4
Fairfield/Suisun	490	37
Fremont	160	37
Hacienda/La Puente	170	208
Montebello	190	53
Pasco, WA	670	35
Sacramento	420	84
San Diego	210	193
San Francisco	220	214
Sequoia	360	35
Simi Valley	370	15
Torrance	660	48
Visalia	460	29
Watsonville	240	25
		1,672

FORM	NUMBER OF STUDENTS TESTED
65	295
66	290
67	143
68	204
87	365
88	375
	1,672

SPRING 1983 ITEM FIELD TEST

DISTRICT	DISTRICT CODE	NUMBER OF STUDENTS TESTED	
		LISTENING	READING
Alhambra	270	296	96
Bakersfield	470	69	
Burbank	110	133	
El Monte	330	431	
Fairfield/Suisun	490	47	33
Grossmont	400	188	51
Hacienda/La Puente	170	144	72
Los Angeles Unified Adult	180	395	
Merced	480	88	16
Montebello	190		564
Sacramento	420		148
Salinas	200	289	109
San Diego	210	224	254
San Francisco	220	310	220
San Francisco YMCA	690	77	
Sequoia	360	101	89
Sweetwater	380	106	165
Tulare	450	42	11
Vallejo	260	57	
Visalia	460	18	17
Watsonville	240	156	71
Simi Valley	370	39	
		=====	=====
		3,210	1,916

SPRING 1983 ITEM FIELD TEST

LEVEL B	NUMBER OF STUDENTS TESTED - READING
FORM 29	260
FORM 37	95
FORM 39	382
FORM 89	186
LEVEL C	
FORM 58	289
FORM 59	167
FORM 78	62
FORM 79	204
	1,916

LEVEL A	NUMBER OF STUDENTS TESTED - LISTENING
FORM 07	453
FORM 08	481
LEVEL B	
FORM 09	469
FORM 28	508
LEVEL C	
FORM 42	333
FORM 49	212
LEVEL D	
FORM 69	472
FORM 99	282
	3,210

APPENDIX F

CASAS

California Adult Student Assessment System

CURRICULUM INDEX AND MATRIX

This work was developed by the San Diego Community College, Continuing Education Division, and the California Adult Student Assessment System Consortium 1983, under a state administered contract of the Federal P.L. 91-230, Section 310, from the California Department of Education, 721 Capitol Mall, Sacramento, California 95814. However, the content does not necessarily reflect the position or policy of that department or the U.S. Department of Education, no official endorsement of this work should be inferred.

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CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

CURRICULUM INDEX AND MATRIX

OVERVIEW

The CASAS Curriculum Index and Matrix links selected adult curriculum materials to the CASAS Competency List. Materials were recommended and reviewed by the CASAS Consortium. The materials included are competency-based, appropriate for adult ABE and ESL programs, and cover a range of competencies on the CASAS Competency List. Materials focusing on a single competency or a very limited number of competencies are not included because of space limitations. There is space at the end of the matrix for districts or instructors to code in their own materials.

USING THE INDEX

The materials included in the index are listed by publisher and appropriate mailing address. The page numbers listed next to each publisher refer to the location of their publications in the matrix. Each publication is assigned a letter and number, the letter designating publisher, and the number for the specific publication. Materials having two publishers are so noted. In cases where the materials do no have numbered chapters or units, numbers have been assigned and are included in the index.

EXAMPLE:

A ALEMANY PRESS (SEE P. 20-24)
P.O. Box 5265
San Francisco, CA 94101

*A1 Everyday English, Volume I. Schurer, Linda. ed. San Francisco, California. 1979.
1 Transportation
2 Food
3 Clothes
4 Housing
5 Telephone
6 Health

B GLOBE BOOK COMPANY (SEE P. 20-24)
Cambridge Division
50 West 23rd Street
New York, NY 10010

B1 Reading Improvement. Burke, Barbara. New York, New York. 1977.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

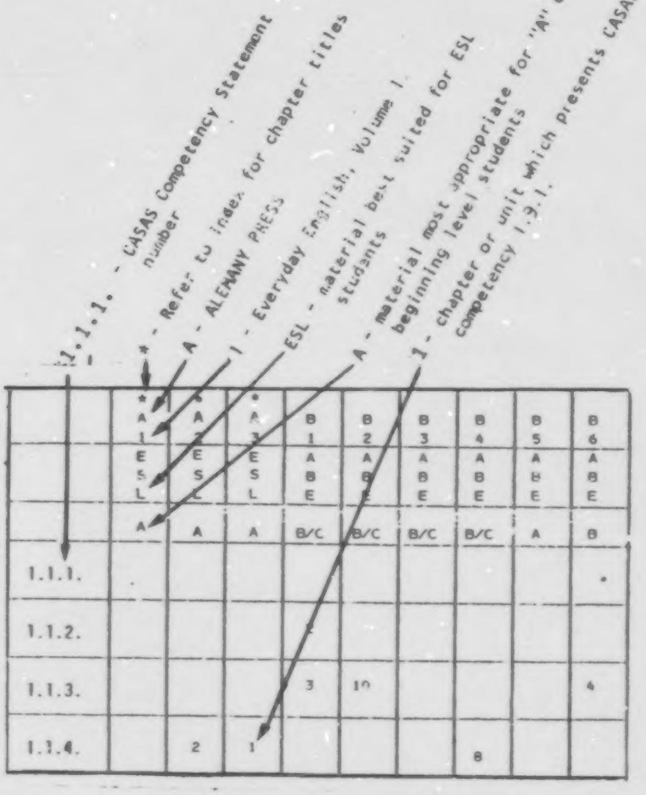
USING THE MATRIX

Each publication has been identified by a designation of ABE or ESL program areas or both. The difficulty level of the material is indicated by the letters A, B, or C, and represents beginning, intermediate, and advanced levels of ABE and ESL. The specific chapter or unit numbers are coded into the matrix next to the three-digit coded numbers representing the CASAS Competency Statements. (See CASAS Competency List for explanation of each competency statement.)

Materials with an asterisk (*) above the publisher are those that did not number the chapters or units in their publication and the numbers assigned for this matrix are found in the index.

Materials designated "NOT CODED" were recommended and reviewed but are more general in content and are therefore not coded to specific competency statements.

EXAMPLE:


1.1.1. - CASAS Competency Statement number
* - Refer to index for chapter titles
A - ALEMANY PRESS
1 - Everyday English, Volume 1
ESL - material best suited for ESL students
A - material most appropriate for "A" or beginning level students
1 - chapter or unit which presents CASAS competency 1.9.1.

	*A1	*A2	*A3	B1	B2	B3	B4	B5	B6
	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ABE
	A	A	A	B/C	B/C	B/C	B/C	A	B
1.1.1.									
1.1.2.									
1.1.3.				3	10				4
1.1.4.		2	1				8		

USING THE APPENDIX

Publications listed in the four appendices are life skill in content. However, the organization of the listed materials cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

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CURRICULUM INDEX

A ALEMANY PRESS (See pp. 19-23)
P.O. Box 5265
San Francisco, CA 94101

*A1 Everyday English, Volume I. Schurer, Linda, ed. San Francisco, California. 1979.
  1 Transportation
  2 Food
  3 Clothes
  4 Housing
  5 Telephone
  6 Health
  7 Post Office
  8 Employment
  9 School
  10 Banking

*A2 Everyday English, Volume IIA. Schurer, Linda, ed. San Francisco, California. 1979.
  1 Food
  2 Clothes
  3 Transportation
  4 Post Office
  5 School

*A3 Everyday English, Volume IIB. Schurer, Linda, ed. San Francisco, California. 1979.
  1 Health
  2 Employment
  3 Telephone
  4 Housing
  5 Banking

B GLOBE BOOK COMPANY (See pp. 19-23)
Cambridge Division
50 West 23rd Street
New York, NY 10010

B1 Reading Improvement. Burke, Barbara. New York, New York. 1977.

B2 Reading Performance. Cooper, Lucinda P. New York, New York. 1977.

B3 Reading Achievement. Reiter, Irene. New York, New York. 1981.

B4 Reading Competence. Royce, Sherry. New York, New York. 1977.

B5 Reading for Progress. Royce, Sherry. New York, New York. 1981.

B6 Reading for Results. Royce, Sherry. New York, New York. 1981.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

*B7 Reading for Life. Royce, Sherry. New York, New York. 1981.

1 Words, Words, Words
2 Here You Go
3 Signs and Sound
4 You Need a Home
5 Things in the House
6 Good Health
7 Time for Fun
8 You Can Get a Job
9 Ways to Save Money
10 The Government Works for You

D CLOVIS ADULT SCHOOL (See pp. 19-23)
Project CLASS
914 Fourth Street
Clovis, CA 93612

**D1 Competency Based Live Ability Skills (CLASS) - Consumer Economics, Levels I and II. Clovis, California. 1978.

**D2 Competency Based Live Ability Skills (CLASS) - Health, Levels I and II. Clovis, California. 1978.

**D3 Competency Based Live Ability Skills (CLASS) - Government and Law, Levels I and II. Clovis, California. 1978.

**D4 Competency Based Live Ability Skills (CLASS) - Community Resources, Levels I and II. Clovis, California. 1978.

**D5 Competency Based Live Ability Skills (CLASS) - Occupational Knowledge, Levels I and II. Clovis, California. 1978.

**D6 Competency Based Live Ability Skills (CLASS) - Interpersonal Relations, Levels I and II. Clovis, California. 1978.

E DELTA SYSTEMS COMPANY, INC. (See pp. 24-28)
215 N. Arlington Heights Rd.
Arlington Heights, IL 60004

***E1 English as a Second Language - A New Approach for the 21st Century, Lessons 1-40. Arlington Heights, Illinois.

E2 Passage to ESL Literacy. Longfield, Diane M. Arlington Heights, Illinois. 1981.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

** See also U - Fearon Education, a Division of Pitman Learning, Inc.

*** See also M - Modulearn, Inc.

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G ETC PRESS (See pp. 24-28)
234 E. Limberlost
Tucson, AZ 85705

G1 Etc. Newspapers - a Reading Supplement for English Language Learners, Volume 4. Tucson, Arizona. 1980.

G2 Etc. Newspapers - a Reading Supplement for English Language Learners, Volume 5. Tucson, Arizona. 1980.

G3 Etc. Newspapers - a Reading Supplement for English Language Learners, Volume 6. Tucson, Arizona. 1980.

I INSTITUTE OF MODERN LANGUAGES, INC. (See pp. 24-28)
SR Publishers
2622 Pittman Drive
Silver Springs, MD 20910

I1 Speak English - Basic Beginning Book. Corley, M. Silver Springs, Maryland. 1980.

I2 Speak English - Text One. Corley, M. Silver Springs, Maryland. 1980.

J LAKESHORE CURRICULUM MATERIALS COMPANY (See pp. 24-28)
2695 East Dominguez Street
P.O. Box 6261
Carson, CA 90745

J1 Skills for Living - Unit 1: Filling Out Forms and Following Directions. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

J2 Skills for Living - Unit 2: Coping as a Consumer. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

J3 Skills for Living - Unit 3: On the Job. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

J4 Skills for Living - Unit 4: Everyday Communications. Klasky, Charles and Burbott, Matthew. Carson, California. 1978.

L LOS ANGELES UNIFIED SCHOOL DISTRICT (See pp. 24-28)
DIVISION OF CAREER AND CONTINUING EDUCATION
1320 W. Third Street
Los Angeles, CA 90017

*L1 Competency Achievement Packets (CAPS). Los Angeles, California. 1980.
    1 Applying for a Job
    2 Automobile
    3 Auto Safety
    4 Budgeting
    5 Buying, Mortgaging and Financing a Home

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* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

*L1 Competency Achievement Packets (CAPS). continued:

6 California State Government
7 Checking Account
8 Child Health Care
9 Comparison Shopping
10 Conserving Energy in the Home
11 Constitutional Rights
12 Consumer Contracts
13 Consumer Rights and Responsibilities
14 Credit
15 Drugs, Cigarettes and Alcohol
16 Equal Employment Opportunity
17 Family Planning
18 First Aid
19 Home and School Cooperation
20 Home Maintenance
21 Instructional Facilities
22 Insurance
23 Interpersonal Family Relationships
24 Interpersonal Skills on the Job
25 Job Interviews
26 Job Performance
27 Judicial System
28 Labels
29 Legal Services
30 Local Government
31 Medical Insurance and Benefits
32 Nutrition in the Home
33 Personal Characteristics/Career Requirements
34 Renting
35 Respect for the Law
36 Responsibilities of Citizenship
37 Responsibilities of Parenthood
38 Savings
39 Social Legislation and Taxes
40 Sources of Employment Information
41 Taxes
42 United States National Government
43 Vehicles and the Law
44 Voting

M MODULEARN, INC. (See pp. 24-28)
P.O. Box 667
San Juan Capistrano, CA 92693

**M1 English as a Second Language - A New Approach for the 21st Century, Lessons 1-40 - Beginning English for Adults. San Juan Capistrano, California 1975.

**M2 English as a Second Language - A New Approach for the 21st Century, Lessons 1-30 - Intermediate English for Adults. San Juan Capistrano, California. 1975.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapter or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

** See also E - Delta Systems, Inc.

N NATIONAL TEXTBOOK COMPANY (See pp, 24-28)
VOLUNTAD PUBLISHING COMPANY
8529 Miles Center Road
Skokie, IL 60077

N1 Everyday English, Book 1. Krulik, David. Skokie, Illinois. 1980.

N2 Everyday English, Book 2. Krulik, David. Skokie, Illinois. 1980.

N3 Everyday English, Book 3. Krulik, David. Skokie, Illinois. 1980.

N4 Everyday English, Book 4. Krulik, David. Skokie, Illinois. 1980.

O NEW READERS PRESS (See pp. 24-33)
P.O. Box 427
Syracuse, NY 13210

O1 Be Informed Series, Units 1-20. Syracuse, New York. 1976.

****O2 Practice in Survival Reading (Books 2 and 3)

(A) Signs Around Town - Practice in Survival Reading 2. Greatsinger, Calvin. Skokie, Illinois. 1976.
(B) Label Talk - Practice in Survival Reading 3. Greatsinger, Calvin. Skokie, Illinois. 1976.

****O3 Practice in Survival Reading (Books 4-8)

(A) Read the Instructions First - Practice in Survival Reading 4. Greatsinger, Calvin. Skokie, Illinois. 1976.
(B) Your Daily Paper - Practice in Survival Reading 5. Stein, Wendy. Skokie, Illinois. 1977.
(C) It's on the Map - Practice in Survival Reading 6. Waelder, Patricia Kelly. Skokie, Illinois. 1978.
(D) Let's Look It Up - Practice in Survival Reading 7. Waelder, Patricia Kelly. Skokie, Illinois. 1977.
(E) Caution: Fine Print Ahead - Practice in Survival Reading 8. Waelder, Patricia Kelly. Skokie, Illinois. 1978.

P P.A.R., INC. (See pp. 29-33)
PROGRAMS FOR ACHIEVEMENT IN READING, INC.
Abbott Park Place
Providence, RI 02903

P1 LABEL - Library of Adult Basic Education Learning Activity Packets. Providence, Rhode Island. 1978.

**** Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

Q PRENTICE-HALL, INC. (See pp. 29-33)
College Operations
Englewood Cliffs, NJ 07632

Q1 A Conversation Book - English for Everyday Life, Book 1. Carver, Tina Kasloff. Englewood Cliffs, New Jersey. 1977.

Q2 A Conversation Book - English for Everyday Life, Book 2. Carver, Tina Kasloff. Englewood Cliffs, New Jersey. 1977.

Q3 English for Adult Competency, Book 1. Keltner, Autumn, Howard, Leann, and Lee, Frances. Englewood Cliffs, New Jersey. 1981.

Q4 English for Adult Competency, Book 2. Keltner, Autumn and Bitterlin, Gretchen. Englewood Cliffs, New Jersey. 1981.

Q7 Basic English for Adult Competency. Keltner, Autumn, Howard, Leann, and Lee, Frances. Englewood Cliffs, New Jersey. 1983.

Q8 A Writing Book - English in Everyday Life. Carver, Tina Kasloff and others. Englewood Cliffs, New Jersey. 1982.

R REGENTS PUBLISHING COMPANY, INC. (See pp. 29-33)
Two Park Avenue
New York, NY 10016

R1 Life Lines -1. Foley, Barbara and Pomann, Howard. New York, New York. 1981.

R2 Life Lines -2. Foley, Barbara and Pomann, Howard. New York, New York. 1982.

R3 Life Lines -3. Foley, Barbara and Pomann, Howard. New York, New York. 1982.

R4 Life Lines -4. Foley, Barbara and Pomann, Howard. New York, New York. 1982.

S SCHOLASTIC BOOK SERVICES (See pp. 29-33)
50 West 44th Street
New York, NY 10036

S1 Real Life Math Skills. Angeles, Eleanor. New York, New York. 1978.

S2 Reading and Writing on the Job. Handel, Ruth. New York, New York. 1979.

S3 Real Life Reading Skills. Levin, Beatrice Jackson. New York, New York. 1977.

S4 Real Life Writing Skills. Levin, Beatrice Jackson. New York, New York. 1979.

S5 Real Life Citizenship. Dykstra, Gretchen and others. New York, New York. 1979.

T SCOTT, FORESMAN AND COMPANY (See pp. 29-38)
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025

T1 English That Works - ICB-VESL, Book 1. Savage, Lynn K. Glenview, Illinois. 1982.

T2 English That Works - ICB-VESL, Book 2. Savage, Lynn K. Glenview, Illinois. 1982.

U FEARON EDUCATION (See pp. 34-38)
A DIVISION OF PITMAN LEARNING, INC.
P.O. Box 741
Belmont, CA 94002

**U1 LifeSchool - A Pacemaker Program, Binder 1 - Consumer Economics. Belmont, California. 1981.

**U2 LifeSchool - A Pacemaker Program, Binder 2 - Health. Belmont, California. 1981.

**U3 LifeSchool - A Pacemaker Program, Binder 3 - Government and Law/Community Resources. Belmont, California. 1981.

**U4 LifeSchool - A Pacemaker Program, Binder 4 - Occupational Knowledge/Interpersonal Relations. Belmont, California. 1981.

V OXFORD UNIVERSITY PRESS (See pp. 34-38)
200 Madison Avenue
New York, NY 10016

*V1 S.O.S. Freeman, Daniel B. New York, New York. 1982.
1 The Doctor
2 The Hospital Emergency Room
3 The Dentist
4 Housing
5 Fire and Robbery
6 Jobs
7 Banking
8 Post Office and Telephone
9 Transportation
10 Shopping for Food
11 Shopping for Clothes
12 Shopping for Furniture
13 School and Day Care Centers
14 Repairs: Appliance and Auto

W ADDISON-WESLEY PUBLISHING COMPANY (See pp. 34-38)
South Street
Reading, MA 01867

W1 Lifeskills 1. Defilippo, Judy and Walker, Michael. Reading, Massachusetts. 1982.

* Materials preceded by an asterisk (*) have been assigned numbers since no chapters or unit numbers are indicated in the publication. The numbers assigned in the index correspond to those listed in the matrix.

** See also D - Clovis Adult School

W2 Lifeskills 2. Defilippo, Judy and Walker, Michael. Reading, Massachusetts. 1982.

W3 Impact! 1. Motta, Janice and Riley, Kathryn. Reading, Massachusetts. 1982.

W4 Impact! 2. Motta, Janice and Riley, Kathryn. Reading, Massachusetts. 1982.

W5 Impact! 3. Motta, Janice and Riley, Kathryn. Reading, Massachusetts. 1982.

X JANUS BOOK PUBLISHERS (See pp. 34-38)
2501 Industrial Parkway West
Hayward, CA 94545

****X1 On Your Own (Series of 4 titles)

- (A) Need a Doctor? Lappin, Myra and Feinglass, Sanford. Hayward, California. 1981.
- (B) Caring for Your Car. Grebel, Rosemary and Pogrund, Phyllis. Hayward, California. 1981.
- (C) Sharing an Apartment. Anema, Durlynn. Hayward, California. 1981
- (D) Getting Help - A Guide to Community Services. Chan, Janis Fisher. Hayward, California. 1981.

****X2 Survival Guides (Series of 9 titles)

- (A) Becoming a Driver. Grebel, Rosemary and Pogrund, Phyllis. Hayward, California. 1981.
- (B) Finding a Good Used Car. Fletcher, William and Kelley, Patrick. Hayward, California. 1977.
- (C) Getting Around Towns and Cities. Roderman, Winifred Ho. Hayward, California. 1979.
- (D) Help! - First Steps to First Aid. Canario, Jack and Mathias, Marilynne. Hayward, California. 1980.
- (E) Reading and Following Directions. Roderman, Winifred Ho. Hayward, California. 1978.
- (F) Reading a Newspaper. Larned, Phyllis and Randall, Nicholas. Hayward, California. 1978.
- (G) Reading Schedules. Roderman, Winifred Ho. Hayward, California. 1978.
- (H) Using the Phone Book. Gundlach, Patricia Parrott and Kelsey, Keenan. Hayward, California. 1981
- (I) Using the Want Ads. Jew, Wing and Tandy, Carol. Hayward, California. 1977.

****X3 Money Matter Guides (Series of 4 titles)

- (A) Be Ad-Wise - A Guide to Reading Ads. Canario, Jack. Hayward, California. 1981.
- (B) Master Your Money - A Guide to Budgeting. Wilson, Rachel. Hayward, California. 1981.
- (C) More For Your Money - A Guide to Comparison Shopping. Kelsey, Keenan Colton and Gundlach, Patricia Parrott. Hayward, California. 1981.
- (D) Pay by Check - A Guide to Checking Accounts. Chan, Janis Fisher, Hayward, California. 1981.

**** Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

91 BEST COPY

Y CAMBRIDGE BOOK COMPANY (See pp. 34-43)
888 Seventh Avenue
New York, NY 10106

****Y1 English Spoken Here (Level 1)

(A) Getting Started - Level 1, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Getting Started - Level 1, Exercise Book. Merriman, Mark S. and Plimpton, Jack H. New York, New York. 1982.

****Y2 English Spoken Here (Level 2)

(A) Consumer Information - Level 2, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Consumer Information - Level 2, Exercise Book. Merriman, Mark S. and Plimpton, Jack H. New York, New York. 1982.

****Y3 English Spoken Here (Level 3)

(A) Health and Safety - Level 3, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Health and Safety - Level 3, Exercise Book. Merriman, Mark S. and Kranich, Roger E. New York, New York. 1982.

****Y4 English Spoken Here (Level 4)

(A) Life in the United States - Level 4, Student Text. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.
(B) Life in the United States - Level 4, Exercise Book. Messec, Jerry L. and Kranich, Roger E. New York, New York. 1982.

Y5 Living in the Reader's World - Book 1. Schenk, Brian, ed. New York, New York. 1983.

Y6 Living in the Reader's World - Book 2. Schenk, Brian, ed. New York, New York. 1983.

Z HOLT, RINEHART AND WINSTON, INC. (See pp. 39-43)
383 Madison Avenue
New York, NY 10017

Z1 California Survival. Hall, Betty and Ross, Mel. New York, New York. 1979.

AA STECK-VAUGHN COMPANY (See pp. 39-43)
807 Brazos
P.O. Box 2028
Austin, TX 78768

AA1 Signs and Labels. Gottlieb, Joan S. Austin, Texas. 1983.

AA2 Forms and Messages. Gottlieb, Joan S. Austin, Texas. 1983.

****Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

BB HEINEMANN EDUCATIONAL BOOKS, INC. (See pp. 39-43)
4 Front Street
Exeter, NH 03833

BB1 A New Start - Student Book. Mrowicki, Linda and Furnborough, Peter. Exeter, New Hampshire. 1982.

CC INSTRUCTIONAL/COMMUNICATIONS TECHNOLOGY, INC. (See pp. 39-43)
10 Stepar Place
Huntington Station, NY 11746

****CC1 Today (series of 2 books)

- (A) Today - Book A-1. Sherman, Elaine and others. Huntington Station, New York. 1977.
- (B) Today - Book A-2. Sherman, Elaine and others. Huntington Station, New York. 1977.

****CC2 Today (series of 2 books)

- (A) Today - Book B-1. Sherman, Elaine and others. Huntington Station, New York. 1977.
- (B) Today - Book B-2. Sherman, Elaine and others. Huntington Station, New York. 1977.

DD LONGMAN, INC. (See pp. 39-43)
19 West 44th Street
New York, NY 10038

DD1 It's Up To You - Language Skills and Strategies for Getting a Job. Dresner, Joanne and others. New York, New York. 1980.

EE EDUCATIONAL DESIGN, INC. (See pp. 39-43)
47 West 13th Street
New York, NY 10011

EE1 Life Skills Reading. Mullins, Carol. New York, New York. 1980.

EE2 Life Skills Reading 2 - Comprehension Skills. Mullins, Carol. New York, New York. 1981.

EE3 Life Skills Writing. Mosenfelder, Donn and Kaplan, Ellen. New York, New York. 1981.

EE4 Life Skills Writing 2 - Writing for the World of Work. Kaplan, Ellen. New York, New York. 1982

**** Materials consist of a series of titles. Each title in the series is preceded by a letter designation. The letters assigned in the index correspond to those listed in the matrix.

APPENDIX A

ESL GRAMMAR/CONVERSATIONAL MATERIALS

The following bibliography consists of materials appropriate for use with adult ESL students in the teaching of English grammatical structure through listening and conversational activities. The content of the conversational activities is adult life skill oriented and presents the English language as it is most commonly spoken. Although the activities focus on the five CASAS life skill content areas, the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

ALEMANY PRESS
P.O. Box 5265
San Francisco, CA 94101

Live Action English for Foreign Students (LAEFFS). Romijn, E. San Francisco, California. 1979.

HARCOURT BRACE JOVANOVICH, INC.
1250 Fifth Avenue
San Diego, CA 92101

Milk and Honey - Book 1. and Milk and Honey-Workbook 1. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

Milk and Honey - Book 2. and Milk and Honey - Workbook 2. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

Milk and Honey - Book 3. and Milk and Honey - Workbook 3. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981

Milk and Honey - Book 4. and Milk and Honey - Workbook 4. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

Milk and Honey - Book 5. and Milk and Honey - Workbook 5. Bodman, Jean W. and Lanzano, Michael R. San Diego, California. 1981.

INSTITUTE OF MODERN LANGUAGES, INC.
SR PUBLISHERS
2622 Pittman Drive
Silver Springs, MD 20910

Prevocational English - Text 1. Rusthoi, Daniel. Silver Springs, Maryland. 1970.

Prevocational English - Text 2. Rusthoi, Daniel. Silver Springs, Maryland. 1970.

APPENDIX A continued:

LITTON EDUCATIONAL PUBLISHING COMPANY, INC.
135 West 50th Street
New York, NY 10020

InterCom - English for International Communication, Volume 1. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 2. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 3. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 4. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 5. Yorkey, Richard C. New York, New York. 1977.

InterCom - English for International Communication, Volume 6. Yorkey, Richard C. New York, New York. 1977.

PRENTICE-HALL, INC.
College Operations
Englewood Cliffs, NJ 07632

Side by Side - English Grammar Through Guided Conversation, Book 1A. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

Side by Side - English Grammar Through Guided Conversation, Book 1B. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983

Side by Side - English Grammar Through Guided Conversation, Book 2A. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

Side by Side - English Grammar Through Guided Conversation, Book 2B. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

Line by Line - English Grammar Stories, Book One. Molinsky, Steven J. Englewood Cliffs, New Jersey. 1983.

APPENDIX B

ABE MATH MATERIALS

The following bibliography consists of materials appropriate for use with adult ABE students in the teaching of basic math skills. Although the primary focus of these materials is the teaching of sequential basic math skills, integrated into the lessons are life skill applications that demonstrate the use of math in daily life. Each of the five CASAS life skill content areas is reflected in the life skill applications, but the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

EDUCATIONAL DESIGN, INC.
47 West 13th Street
New York, NY 10011

Life Skills Math. Mosenfelder, Donn. New York, New York. 1980.

Life Skills Math 2. Mosenfelder, Donn. New York, New York. 1980.

SCOTT FORESMAN AND COMPANY
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025

Essential Mathematics for Life, Book 1 - Whole Numbers. Charuhas, Mary and others. Glenview, Illinois. 1981.

Essential Mathematics for Life, Book 2 - Decimals and Fractions. Charuhas, Mary and others. Glenview, Illinois. 1981.

Essential Mathematics for Life, Book 3 - Percentages, Graphs, and Measurement. Charuhas, Mary and others. Glenview, Illinois. 1981.

STECK-VAUGHN COMPANY
807 Brazos
P.O. Box 2028
Austin, TX 78768

Practical Math - Book 1. Watkins, H. Lewis. Austin, Texas. 1982.

Practical Math - Book 2. Watkins, H. Lewis. Austin, Texas. 1982.

APPENDIX C

ABE/ESL SUPPLEMENTAL READING COMPREHENSION MATERIALS

The following bibliography consists of supplemental reading materials appropriate for use with adult ABE and ESL students. While the purpose of these materials is to increase reading comprehension, the content of the selections is adult life skill oriented. The five CASAS life skill content areas are presented in the reading materials but the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

AMERICANA ARTICLES
2208 Grove Street #6
Berkeley, CA 94704

Americana Articles - An Intermediate ESL Reader, Volume 1. Ruffner, Tacey. 1982.

CAMBRIDGE
THE ADULT EDUCATION COMPANY
888 Seventh Avenue
New York, NY 10106

Living in the Reader's World - Book 3. Schenk, Brian, ed. New York, New York. 1983.

Living in the Reader's World - Book 4. Schenk, Brian, ed. New York, New York. 1983.

EDUCATIONAL DESIGN, INC.
47 West 13th Street
New York, NY 10011

Developing Everyday Reading Skills - Book 1. Margulies, Stuart and Feder, Chris Welles. New York, New York. 1982.

Developing Everyday Reading Skills - Book 2. Margulies, Stuart and Feder, Chris Welles. New York, New York. 1982.

HARCOURT BRACE JOVANOVICH, INC.
1250 Fifth Avenue
San Diego, CA 92101

Focus - A Reading Series for Adults - A Land of Opportunity. Gartler, Marion and Benditt, Marcella. San Diego, California. 1982.

Focus - A Reading Series for Adults - From Moment to Moment. Gartler, Marion and Benditt, Marcella. San Diego, California. 1982.

Focus - A Reading Series for Adults - A New Life. Gartler, Marion and Benditt, Marcella. San Diego, California. 1982.

APPENDIX C continued:

SCOTT, FORESMAN AND COMPANY
Lifelong Learning Division
1900 East Lake Avenue
Glenview, IL 60025

People - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

Messages - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

Cultures - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

Coping - Adult Reading Comprehension, Levels A-F. Malone, Violet M. and others. Glenview, Illinois. 1982.

APPENDIX D

ABE/ESL WRITING MATERIALS

The following bibliography consists of materials appropriate for use with adult ABE and ESL students in the teaching of basic writing skills. These materials present writing skills sequentially and focus upon writing applications that are life skill oriented. Although the materials address each of the five CASAS life skill content areas, the organization of the listed publications cannot be specifically coded to the competency statements listed in the CASAS Competency Code List.

LOS ANGELES UNIFIED SCHOOL DISTRICT
DIVISION OF CAREER AND CONTINUING EDUCATION
1320 W. Third Street
Los Angeles, CA 90017

Reading Vocabulary in Action - A Basic Writing Program, Level 1, Blue. Los Angeles, California. 1977.

Reading Vocabulary in Action - A Basic Writing Program, Level 2, Green. Los Angeles, California. 1977.

Reading Vocabulary in Action - A Basic Writing Program, Level 3, Orange. Los Angeles, California. 1977.

Reading Vocabulary in Action - A Basic Writing Program, Level 4, Red. Los Angeles, California. 1977.

Reading Vocabulary in Action - A Basic Writing Program, Level 5, Tan. Los Angeles, California. 1977.

Reading Vocabulary in Action - A Basic Writing Program, Level 6, Yellow. Los Angeles, California. 1977.

NEWBERRY HOUSE PUBLISHERS, INC.
54 Warehouse Lane
Rowley, MA 01969

First Steps in Reading and Writing. Wigfield, Jack. Rowley, Massachusetts. 1982.

STECK-VAUGHN COMPANY
807 Brazos
P.O. Box 2028
Austin, TX 78768

Entry to English - Book 1. Beal, Kathleen K. Austin, Texas. 1982.

Entry to English - Book 2. Beal, Kathleen K. Austin, Texas. 1982.

Entry to English - Book 3. Beal, Kathleen K. Austin, Texas. 1982.

Entry to English - Book 4. Beal, Kathleen K. Austin, Texas. 1982.

	A 1	A 2	A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
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1.1.2.				2							I 2 II 1					
1.1.3.				3	10				4		II 19			II 1		
1.1.4.		2	1				8				I 2 II 1					
1.1.5.												I 3 I 11				
1.1.6.	2,3, 4,5	1	3	2			2				I 1					
1.1.7.																
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1.1.9.	3	2					11				I 4					
1.2.1.		1		2	6		2,8	5	5	9	I 6 I 7					
1.2.2.	3	1		2			2,8		5							
1.2.3.		2		2												
1.2.4.				2							I 6					
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1.3.2.						3										
1.3.3.		2				3			6							
1.3.4.				6			11				II 2					
1.3.5.										9						
1.3.6.																
1.4.1.	4		4							4,5	I 14 II 10					
1.4.2.										5	I 14					
1.4.3.											I 14					
1.4.4.																
1.4.5.																
1.4.6.											II 18					
1.4.7.			4		3											

	A 1	A 2	A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	AE BS EL	AE BS EL	AE BS EL	AE BS EL	AE BS EL	AE BS EL
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
1.4.8.												I 6	II 6			
1.5.1.				7	5				5		I 3					
1.5.2.				7	5				5							
1.5.3.						3					II 12					
1.6.1.				2			2				I 6					
1.6.2.				7									II 5			
1.6.3.		2									II 9					
1.7.1.																
1.7.2.		2			6		2				I 4					
1.7.3.					6											
1.7.4.			4		8						II 13					
1.7.5.					8											
1.8.1.	10		5			1			6		I 13					
1.8.2.	10		5			1,2			6		I 13					
1.8.3.			5			1			6							
1.8.4.				7					6							
1.9.1.		3		3			4							I 3		
1.9.2.				1										II 5		
1.9.3.				3												
1.9.4.				3	10		4							II 1		
1.9.5.					6			5			II 22					
1.9.6.					7			5			I 10 I 11 II 6					
1.9.7.				1	7									II 4		
1.9.8.											II 8					
2.1.1.	5		3	6	1	11	5		7		I 5					
2.1.2.			3			11	5		3		I 5	I 14				

	• A 1	• A 2	• A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
2.1.3.	5		3		9		4									
2.1.4.	5															
2.1.5.																
2.1.6.	5															
2.1.7.																
2.2.1.	1,2,3 6, 10	3														
2.2.2.		3		3			4			2, 3						
2.2.3.	1	3		3	10		4			2				I 4		
2.2.4.		3		3	10		4							I 4		
2.2.5.		3		3	10		4							II 1		
2.3.1.	1,3,6 7,10				9											
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2.4.1.		4					5							I 5		
2.4.2.	7	4						10						I 5		
2.4.3.	7	4												I 5		
2.4.5.																
2.4.6.	7	4				2								I 5		
2.5.1.							5					I 14				
2.5.2.				6,8, 9	13	11	5					I 1		I 2		
2.5.3.					1	11						I 1				
2.5.4.						11				3						
2.5.5.									1							
2.5.6.				1,6	5,9, 11		5,9	3	11							
2.5.7.					13											
2.5.8.				4,6	4		1,7		7,8				I 3 II 5			
2.5.9.																

	A 1	A 2	A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ABE	ABE	AE BS EL	AE BS EL	AE BS EL	AE BS EL	AE BS EL	AE BS EL
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
2.6.1.				6						7			I 15	I 1		
2.6.2.				6					7,8	7						
2.6.3.									8							
2.6.4.					11			7			I 9					
3.1.1.	6		1		1		3		3			I 3 I 4 I 9				
3.1.2.			1		1				3			I 3 I 12				
3.2.1.												I 3				
3.2.2.							3					I 3				
3.2.3.				5,9	2						II 14 II 15	I 14				
3.3.1.	6		1				6					I 11 I 13 II 5				
3.3.2.			1				3,6					I 11 I 13 II 5				
3.3.3.							6					I 13 II 5				
3.4.1.			1		8		5,6					I 6				
3.4.2.						4	6	2		5		I 6				
3.4.3.							6					I 7				
3.4.4.																
3.4.5.				10		6	3					I 1 I 8				
3.5.1.				2			2				I 6					
3.5.2.				2		12		1				I 5				
3.5.3.																
3.5.4.												I 12				
3.5.5.															I 3	
3.5.6.												I 1				
3.5.7.				10		5						II 4			II 2 II 3	
3.5.8				10				6	3	6		I 8 I 9				
3.5.9.	6		1			5	3	1,7	3	6		I 3 I 4 I 9				
4.1.1.							9	9						I 2		

	• A 1	• A 2	• A 3	B 1	B 2	B 3	B 4	B 5	B 6	B 7	D 1	D 2	D 3	D 4	D 5	D 6
	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	A B E	A B E	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	A E B S E L
	A	A	A	B/C	B/C	B/C	B/C	A	B	A	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C	A/B/C
4.1.2.			2	4,5	4		9								I 2 II 3	
4.1.3.	8		2	4	3		7	8	1,2	8					I 1 II 2	
4.1.4.				4	3,4		7	9							I 1	
4.1.5.			2	4	3,4			9							I 2	
4.1.6.	8		2	4,5	3,4		7	9							I 1 I 2	
4.1.7.																
4.1.8.			2													
4.1.9.																
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4.2.3.						12 13										
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4.3.3.															I 3	
4.3.4.															I 4	
5.1.1.					14			4	11				I 2 II 2			
5.1.2.					14			4					I 2 II 2			
5.1.3.					14											
5.3.1.							10		9 10 11	10			I 1 I 3 II 1			
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.	E1	E2	G1	G2	G3	I1	I2	J1	J2	J3	J4	L1	M1	M2	N1	N2	N3	N4	O1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
1.1.1.								15	5										
1.1.2.						7													3 13
1.1.3.			7,10		5				9			39							16
1.1.4.						7			5					•18					13
1.1.5.												8							13
1.1.6.	6,10	3				6,7	1,2		12	7			6,10	1		4	5		16
1.1.7.						7			15										
1.1.8.																			
1.1.9.	36												36						13
1.2.1.	34 36			11	15 16		8	14	16			2 9	34 36						3,8, 14
1.2.2.	34 36		11 15		15				16			9	34 36						8, 14
1.2.3.					8,16				16										14
1.2.4.									15			9							14
1.3.1.	36				8	3				14			36						1,14
1.3.2.			14		8			[illegible]	17	13		14							1,16
1.3.3.					8					13,14		14		21					1
1.3.4.					10				18										
1.3.5.																			
1.3.6.														1					16
1.4.1.	12,13		16		11,12	9	9					5,34	12,13	11		6			6
1.4.2.	13				11	10	9					34	13	11		6			6
1.4.3.								2				34							6
1.4.4.	37		16										37						
1.4.5.								2				34							6
1.4.6.					12							5,22							4,6
1.4.7.	33		11,16										33	18					4,6

	E 1	E 2	G 1	G 2	G 3	I 1	I 2	J 1	J 2	J 3	J 4	L 1	M 1	M 2	N 1	N 2	N 3	N 4	O 1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
1.4.8.			16	14															6
1.5.1.			14									4		13					4, 16
1.5.2.			14									4							4
1.5.3.	37			12					3,4			10	37						
1.6.1.					16			18				28							
1.6.2.				11								12 13							1,14
1.6.3.	29									18	2,15	12 13	29						1
1.7.1.					8			16		18	18	28 13							
1.7.2.					15							28							
1.7.3.																			
1.7.4.	35		11									20	35	9					
1.7.5.	35		11								18	20	35						
1.8.1.			14			6		5,9	13,14			7,38		15					10 16
1.8.2.			14			6	3	5,9	13,14			7,38		15					10,16
1.8.3.									17			38		15					10,16
1.8.4.									19			2							1,10, 14
1.9.1.	39	2		4		5	6,7					3	39			5			
1.9.2.				4				13				43							
1.9.3.				3					8,10										2,3
1.9.4.					5		6	12	8,9										13
1.9.5.				3				14	19			2		12					2
1.9.6.	39			3								2,3	39						3
1.9.7.				4				19				3							3
1.9.8.									20			2		23					2
2.1.1.			10	12			1,6	17			13			4				5	
2.1.2.	38			12		8	1				14	18	38	27					

	E1	E2	G1	G2	G3	I1	I2	J1	J2	J3	J4	L1	M1	M2	N1	N2	N3	N4	O1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
2.1.3.									11		13			4					
2.1.4.				12					4										
2.1.5.											9								
2.1.6.						1													
2.1.7.																			
2.2.1.	23-25						6,10	12			11		23-25		1				
2.2.2.	39	2		4		5	6,7,10						39			5			
2.2.3.	23		15			3	6						23	17					
2.2.4.	22,25						6						22,25						
2.2.5.	24				5		6,10	12	8,9		11		24						
2.3.1.	2,5	3				3,4	4,5						2,5			1		13	13
2.3.2.	5,16,19	3	8				3						5,16,19		1	5			
2.4.1.	2	1,3			9	2,4					1		2				2		
2.4.2.	19				9	2							19						
2.4.3.	37				9			4					37						
2.4.5.					9														
2.4.6.																			
2.5.1.	38			15		8	5						38				2		
2.5.2.	38		10,15					7				6,31	38	19			2		
2.5.3.					7						14,16	31		24			[illegible]		
2.5.4.		2,3				1-8	3										2		
2.5.5.				5								21							
2.5.6.			9,10					7,8										3	8,15
2.5.7.	38							7,13					38						2
2.5.8.			10	9,10						1-3,7									8
2.5.9.														16					

	E 1	E 2	G 1	G 2	G 3	I 1	I 2	J 1	J 2	J 3	J 4	L 1	M 1	M 2	N 1	N 2	N 3	N 4	Q 1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
2.6.1.	28		17,18										28	3,20					
2.6.2.			18	10			4							24					8
2.6.3.	30		15										30	17					
2.6.4.	10				18		2		7				10	6					
3.1.1.	11				7						16	8	11		4				
3.1.2.	11				7								11						
3.2.1.					6,7					3									
3.2.2.												8							
3.2.3.												31							5
3.3.1.			6						6					24	6				
3.3.2.			6						6			28							
3.3.3.			6						6			22							
3.4.1.				13,15								13,28							
3.4.2.			17	13,14								8							3
3.4.3.				14,15								18							17
3.4.4.																			
3.4.5				16	16							15							17
3.5.1.				16	16			16				32							
3.5.2.												8,32			7		5		18
3.5.3.												32							
3.5.4.												8			5				
3.5.5.												8							
3.5.6.												17							12
3.5.7.			13									8		10,16, 28					11
3.5.8.			2,13									23						1	12
3.5.9.			2	8.16	6							8,32			2,4		5		11,18 20
4.1.1.								3		5									

	E 1	E 2	G 1	G 2	G 3	I 1	I 2	J 1	J 2	J 3	J 4	L 1	M 1	M 2	N 1	N 2	N 3	N 4	O 1
	ESL	ESL	ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL	ESL	ESL	ESL	ESL	ESL	ABE
	A	A	A/B	A/B	A/B	A	A	B/C	B/C	B/C	B/C	C	A	B	B	B	B	C	B/C
4.1.2.		3			14			1		1	6,7	1				7			7
4.1.3.	27, 40	3			13,14							40	27,40	5		7			7
4.1.4.	40				14					2		40	40	5		7			7
4.1.5.	40				14					2,12		24,25	40						7
4.1.6.	27, 40				13,14					ALL UNITS		1,24 25,26 33,40	27,40	5		7			7
4.1.7.			1		13,14					7-18	17					7			7
4.1.8.										12				5					7
4.1.9.																			
4.2.1.					14			6,20	1,2	4,5				25					
4.2.2.			7																
4.2.3.										4,6, 12									
4.3.1.																			
4.3.2.																			
4.3.3.																			
4.3.4.																			
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5.1.2.								10				44							
5.1.3.												44							
5.3.1.												11,12 27,29 36							
5.3.2.												29							
5.3.3.												27,29							6
5.3.4.												13							
5.3.5.	39												39						
5.4.1.								20				41							9
5.4.2.										8		39,41							9
5.4.3.								20		8									9
5.4.4.								20		5		41		25					9,16

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	E S L	E S L	A E B S E L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
1.1.1.			CE7						6							2			
1.1.2.		D18	CE24 CR5			2	2		7										
1.1.3.		C1-25 D10-13 16		6										4	6,8	4			
1.1.4.			CE13			2	2	2,9	6		9			5					
1.1.5.			CR5		4	3	3		6					6		5			
1.1.6.			CE4	2		[illegible]	2	2,9	5	5	5			1-6	5				5
1.1.7.			CE14			2													
1.1.8.																			
1.1.9.			CK4				6			11									
1.2.1.	A12, 18,21 22	B24, 25	CE3,5 CE6, CE14	5	2	2,6	2,4						4	2	2	5,6			
1.2.2.			CE3 CE6	5	2	2,6	2,6						6	5		5,6			
1.2.3.														5					
1.2.4.			CE14		2									2,4, 5		6			
1.3.1.					2	6	6									6			
1.3.2.		E11- 13	CE17	5					5					3	2				
1.3.3.			CE18		2	6	6					4		3		6	I4	VI	
1.3.4.		D22, 23	CE16		2		6		7							3	I4		
1.3.5.			CE13		2														
1.3.6.		A4,9	CR1 CE22			2,8	2												
1.4.1.			GL5	3	4	5	5	5				8							
1.4.2.			GL5		4	5	5			13	13			3		5			
1.4.3.		E23- 25	GL5			5	5												
1.4.4.			CR1		4		5												
1.4.5.			CE1	6	4	5	5				14		7			–		I	
1.4.6.				3	4														
1.4.7.			CE1 CK7 CK12	3	4	5	5				14					2			

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	E S L	E S L	A E B S E L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
1.4.8.													12		7				
1.5.1.			CE19	10	5									2,3, 5					
1.5.2.			CE19		3,5									3					
1.5.3.		A22	CE8													6			
1.6.1.	B7,11 19	A15	CE14	5			2											VI	
1.6.2.			CE25		2		9						7					VI	
1.6.3.			CE16 CE25		2	6	6		11		11	7					III2		
1.7.1.	B9, 13-15	E16- 18	CE25									7				6		VI	
1.7.2.	B1		CE22	5		6	6									2			
1.7.3.	B2-4, 6,8, 12,16 20-24	A2,3, 4-6 10-14	CE23 CK12	3	4										2,4, 6	1,2			
1.7.4.	B5,9, 13,17 21		CE22 CE23 CK12	3								7			6	2			
1.7.5.			CE1												6				
1.9.1.			CE11		5	8	8	8	5		6	4		3		6			
1.8.2.			CE11	7		8	8	8	5	6	6	4	3	3		6			
1.8.3.			CE11 CE18				8							3					
1.8.4.			CE18		3		8		5				3			3,6		VI	
1.9.1.	A16. 20		GL7	6		4	4					5,6		5	1				
1.9.2.		A18 E1,2			3		4		8							3		II	
1.9.3.														5,6					
1.9.4.		C10, 11	CR2	6			4					5,6		6	3,5	4			
1.9.5.			CE5		3		4						4						
1.9.6.			CE10 CK5	6	3	4	4						5						
1.9.7.		A20	CE20				4		8				13						
1.9.8.		E22	CE5 CE20		3														
2.1.1.		A16, 17 D20, 21	CR1	6,10			1			20	20			2	4	4		II	4
2.1.2.			CR6 CR1			3	3	3			15	13				4		II	

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	E S L	E S L	A E B S E L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.1.3.							1												
2.1.4.			CR1																
2.1.5.									2,4, 5,8										
2.1.6.				6															
2.1.7.															3	2	II3		
2.2.1.			CR2 GL7	6	3	4,9	4	4		8,15	7	5,6			3	2	II4		
2.2.2.	A16, 20		GL7	6		4	4	4				5,6			5	1			
2.2.3.			CR3	6		4	4	4		7									
2.2.4.	A5,7, 15	D25	CR3			4	4	4		7	7,8			2		4		II	
2.2.5.		C10, 11,15 24,25	CR2	6	3	4,9	4		8	15		5,6		6	3,5	4			4
2.3.1.				2,10		1	1	1,3, 9	1	7	8,19			4	7				5.6
2.3.2.		D19		4		1	1		1		3								5,6
2.4.1.			GL1			8		1	3						1			I3 IIII	1
2.4.2.		A12	GL1	6		8	8			16				2	7			III	
2.4.3.			GL1		4	8	8	8	3							3		III	
2.4.5.				7			8												
2.4.6.			GL1			8	8												
2.5.1.			GL3,4 12,14 CR6	8		3	3	3			15	13,14	12					II	
2.5.2.		A24 E5,7, 19,20	GL3,8 12,14 CR6 [illegible]	6	4		9									3		II III	
2.5.3.			CR2		6	9	3,9	3				10	8,9					II	
2.5.4.	A1-4, 6,13, 24		CR7	8		4	4,9	7							3	4			4
2.5.5.				6								9							
2.5.6.		D1-9	CP4 CR8			9	9								3,4, 7	4,5	III		
2.5.7.		E15														3		II	
2.5.8.		B1-25	CR5 GL14				9		11						1,4	5	III2		
2.5.9.						9	9												

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	E S L	E S L	A E B S E L	E S L	E S L	E S L	E S L	A B E	A B E	A B E	A B E	A B E	E S L
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.6.1.	A9,10 14,17 19,25	A5 D24		9		9	9				2,16								
2.6.2.		B19- 21		9			9									5			
2.6.3.			CR7	9	3	4	4							6	4,5				
2.6.4.	A8			9		2	2			10	10			2	2,5	6			
3.1.1.			H4,5, 9,11	8	6	3	3	3,9		17,18	17	10,11	9,10						
3.1.2.			H2,4	8		3	3	3				10,11							
3.2.1.			H4	8		3	3		7				10						
3.2.2.		D14	H8		6	3,9	3												
3.2.3.		E21	CR9 H7,13 GL12		6				7					3					
3.3.1.			H1,9		6	3	3				18								
3.3.2.	B10, 15	A21	H1			3	3	3								1,2			
3.3.3.			CE21 H1			3	3												
3.4.1.	B4,12, 16-19, 21,24, 25	A8,10 14,19	H3	3	4,6	3	3	3								1			
3.4.2.			H3				3	5											
3.4.3.		A23	H3, 10, 14		6				7						5				
3.4.4.			CK9																
3.4.5.			H6, 14										8						
3.5.1.	B7, 11			5			2									2		VI	
3.5.2.		D15	CE7 H12		6														
3.5.3.			CE13																
3.5.4.			H2	8	6	3	3	3											
3.5.5.																			
3.5.6.																			
3.5.[illegible]																			
3.5.8.			H14										8						
3.5.9.			H4, 14	8	6	3	3	3		17,18									
4.1.1.				7					9						1	3		III	

	O 2	O 3	P 1	Q 1	Q 2	Q 3	Q 4	Q 7	Q 8	R 1	R 2	R 3	R 4	S 1	S 2	S 3	S 4	S 5	T 1
	ABE ESL	ABE ESL	ABE ESL	ESL	ESL	ESL	ESL	ESL	ABE ESL	ESL	ESL	ESL	ESL	ABE	ABE	ABE	ABE	ABE	ESL
	B/C	B/C	B/C	A	B	A	B	A	A/B	A	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
4.1.2.			OK8	7	5	7	1,7		9		4	2	14		1,2	3	III II5		1
4.1.3.			OK8	7	5	7	7	7			4	2			8			III	2,3. 6
4.1.4.	A23		OK8		5	7	7		9						1	5			6
4.1.5.			OK8		5	7	7				4	2	14		1				6
4.1.6.			OK1-12	7	5	7	7							4	1-8				1-6
4.1.7.			OK11												2-8				2,3
4.1.8.						7		7							2			III	4,5
4.1.9.											17								
4.2.1.			OK2	7		7	7		9					4				III	5,6
4.2.2.			OK6		5														
4.2.3.			OK6		5														6
4.3.1.			OK9																
4.3.2.			OK9																
4.3.3.			OK9																
4.3.4.			OK9																
5.1.1.			GL10															V	
5.1.2.			GL10															V	
5.1.3.			GL10															V	
5.3.1.		E3,8, 9,10	GL6, 9,13															I,IV	
5.3.2.						9	9											IV	
5.3.3.			GL2																
5.3.4.		E14																	
5.3.5.		A25					4											IV	
5.4.1.			GL11						9					3				III	
5.4.2.														2	2			II	
5.4.3.			GL11											2	2			II III	
5.4.4.		E4,5	GL11		5													II III	

	T 2	U 1	U 2	U 3	U 4	* V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	A/B	B	A	B	C	B/C	B/C	B/C	A/B	A/B	B/C	B/C	A
1.1.1.								11					E5						
1.1.2.							5	11											
1.1.3.				6,9				9,10			1,2,4, 5-10, 12								
1.1.4.		2								8				C5		B5			
1.1.5.			9				12												
1.1.6.		1					2		15							A1 B1			
1.1.7.		2												C2,4, 6		A2 B2			
1.1.8.																			
1.1.9.		4				11	2							A8		A3 B3			
1.2.1.		3					2,5,7	10,11 12		4,7, 12			I1-6	A1-10 C1-10		A2,3,5 B2,5		A2	5-14, 19
1.2.2.		3				10	2,7	10,11		2,4, 7,12			I1-6	A1-10 C1-10		A2,5 B2,5		A2	
1.2.3.							2	11		3				A4		A3			
1.2.4.		3				10	4							C4,6 7		A2 B2			
1.3.1.		6				10,11 12				11				A3,6, 9					
1.3.2.		6				12				10						A3			
1.3.3.						12		10		8,11									
1.3.4.										8,9				A7					
1.3.5.						10	5	11		3				A5		A2 B2			
1.3.6.						7													
1.4.1.		5				4	7	2		6		C1				A4			
1.4.2.		5				4	7	2		6		C1	I5	.		A4 B4			
1.4.3.		5				4	7									A4			
1.4.4.															A2	A4			
1.4.5.		5				4										A4			
1.4.6.																			
1.4.7.							7					C7							

	T 2	U 1	U 2	U 3	U 4	V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C/	A/B/C	A/B/C	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
1.4.8.			4	4		5													
1.5.1.		9						9				D4		B1-10					
1.5.2.		9												B1-10					
1.5.3.		6,7					8		15	10		C6							
1.6.1.		3											E5						
1.6.2.						14													
1.6.3.						11,14										A5		A1,2	
1.7.1.						14		12		7			B2			A5 B5			
1.7.2.		4				11	2							A9		A3			
1.7.3.	3		4										E3,4, 7						
1.7.4.						12, 14	7						E4	A8					
1.7.5.						14													
1.8.1.		10				7	8	1	15					D1-10				A1 B1	
1.8.2.		10				7	8	1,4, 10	15					D1-10		A2		A1 B1	
1.8.3.						7		1											
1.8.4.						7										—			
1.9.1.				8		9	11	10											1-10, 12,14 19
1.9.2.				3		9		10					A1-3					A2	
1.9.3.																			
1.9.4.						9		10					C6						
1.9.5.								10		7,12			B1-8 I6	A10					
1.9.6.						14	10,11	10		12			B1-10	A4 B4-8					
1.9.7.													B7,9	A8-10			A4 B2		
1.9.8.														A5,6					
2.1.1.						3,8	1,3			1			D1-10	C5 H1-9	A4 B2	A1,5			18,19
2.1.2.		7	8			2	3						D5	D8,10 H9	A2		A4 B4		

	T 2	U 1	U 2	U 3	U 4	V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.1.3.						8	3						H9						
2.1.4.		7																	
2.1.5.																			
2.1.6.						8	3						D2		A2 B2				
2.1.7.															A2 B2				
2.2.1.	2					9	3		11				C1,2, 5,6		A3 B3				
2.2.2.				9		9		10							A3 B3				1-10, 12,14, 19
2.2.3.	2			9		9		5					C8 G7,8		A3 B3				
2.2.4.	2			9		9	3			13			C7,8 G1,7, 8		B4				15,16
2.2.5.						9	3	10	11				C6		A3,5 B3				
2.3.1.							3	2	10,14				G3		A4,5 B4,5				
2.3.2.							3	9	11,13				G2		A4 B4				
2.4.1.				10														A1	
2.4.2.				10		9		4										A1	
2.4.3.				10		8													
2.4.5.																			
2.4.6.				10				4											
2.5.1.			8			2,5							D8,10				A4 B4		
2.5.2.				5,7				9	13,14										
2.5.3.			2	5		1,3	12					A9 D5-9				A2			
2.5.4.						3							C3,4 E1		A3,5 B5	A3		B5	1-10, 18
2.5.5.							1	1	13	14		D3							
2.5.6.																			
2.5.7.				3									A2						
2.5.8.				3,6			7	2					F1-8 I1-8						
2.5.9.																		A5	

	T 2	U 1	U 2	U 3	U 4	* V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
2.6.1.				6						1			G5,6					A4 B4	
2.6.2.				6						1			F6 G5,6					A4 B4	11,12 16
2.6.3.				6,9				5					G8						
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3.2.1.			2			2		8				A2,10					A2 B2		
3.2.2.			9					8											
3.2.3.																			
3.3.1.			7				12	8	12			A7					A3 B3		
3.3.2.			7			1	12	8	12			A7	E7				A3 B3		
3.3.3.			7														A3 B3		
3.4.1.	3		4				12						E1,2, 6,7 D6				A3,4 B3		1-8
3.4.2.	3		4			1											A4 B4		
3.4.3.			1			2,5							D1-10						
3.4.4.																			
3.4.5.			3	5							1,2	D7							
3.5.1.		3																	
3.5.2.			5				12			15							A5 B5		14
3.5.3.		3																	
3.5.4.			6			3	12												
3.5.5.			3																
3.5.6.				5							3	D9							
3.5.7.					6	13					3	D8							
3.5.8.			3	5	8,9							A8 D6,8					A5 B5		
3.5.9.			3,9, 10			1,3	12	8		15		A8 D5					A5 B5		
4.1.1.				7		6		9							A4				

	T 2	U 1	U 2	U 3	U 4	V 1	W 1	W 2	W 3	W 4	W 5	X 1	X 2	X 3	Y 1	Y 2	Y 3	Y 4	Y 5
	E S L	A E B S E L	A E B S E L	A E B S E L	A E B S E L	E S L	E S L	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	E S L	E S L	E S L	E S L	A B E
	B	A/B/C	A/B/C	A/B/C	A/B/C	A/B	A/B	B	A	B	C	B/C	B/C	B/C	B/C	B/C	B/C	B/C	A
4.1.2.	1,5				2	6		3,6							A4,5 B4				
4.1.3.	4				1	6	6	2,3, 4,5		5		D2			A4 B5				
4.1.4.	4				1	6		2,3, 5		5		F8 I4			A4,5 B4,5				
4.1.5.	1,5				4	6		2,3, 7							A4,5				
4.1.6.	1-5				1,2 3,4, 5	6		2,3, 4,6, 7	14	5					A4 B4			A3 B3	
4.1.7.	1,4,5				3	6		2										A3	
4.1.8.	3				4	6									A4				
4.1.9.																			
4.2.1.				7	5	6		9	14										
4.2.2.																			
4.2.3.					4	6													
4.3.1.	3												E2						
4.3.2.	3																		
4.3.3.	3																		
4.3.4.	3				5														
5.1.1.				2															
5.1.2.				2															
5.1.3.				2															
5.3.1.				1,3															
5.3.2.				1								D1							
5.3.3.				1															
5.3.4.																			
5.3.5.													A7						
5.4.1.																			
5.4.2.		6																	
5.4.3.		6																	
5.4.4.		6						9											

	Y 6	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	A B E	A E B S E L	A B E	A B E	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	A B E							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
1.1.1.			5		42 61		A2 B2,3		7	6,8, 11,24 25									
1.1.2.																			
1.1.3.						B12	A7,12 B7,12												
1.1.4.					28					25									
1.1.5.																			
1.1.6.	8,13																		
1.1.7.																			
1.1.8.																			
1.1.9.			6		1. 29														
1.2.1.		2					A1,12 B1,12			1									
1.2.2.																			
1.2.3.			6																
1.2.4.							A12			23									
1.3.1.																			
1.3.2.				4		B5	A11 B11		23,28, 36,37	30,31 32									
1.3.3.																			
1.3.4.		17		2,5			A3 B3		31		37								
1.3.5.				2		A3 B3													
1.3.6.	1.2		3	2	60														
1.4.1.		1							12										
1.4.2.		1,2							12										
1.4.3.		1							29 30	34-37									
1.4.4.																			
1.4.5.		1			86 88														
1.4.6.																			
1.4.7.									7,19 26										

	Y 6	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	A B E	A E B S E L	A B E	A B E	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	A B E							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
1.4.8.	6									40, 42									
1.5.1.																			
1.5.2.																			
1.5.3.				5	95	A5 B5	B11												
1.6.1.	3		5				A6,12 B6		1	23									
1.6.2.										23									
1.6.3.							A5 B5				28								
1.7.1.							A9,12 B9,11 B12		27	12, 39	33								
1.7.2.			4				A6		2										
1.7.3.	2-8, 15		5		37,45, 60,83		A6,8 B6,8		3,8	1,3,4, 6,12, 40,41									
1.7.4.	7,8						A8 B8												
1.7.5.	7																		
1.8.1.		14		2		A6,8					36	12-15							
1.8.2.		14,15	4	2	94, 95	A6,8 B6,8			20		30, 31	12-15							
1.8.3.		15							20, 22										
1.8.4.		15	4																
1.9.1.			1,2		16	A9 B9			5,6										
1.9.2.						B1			34		34								
1.9.3.		18																	
1.9.4.		18				A12 B12													
1.9.5.																			
1.9.6.										3									
1.9.7.		19																	
1.9.8.										22									
2.1.1.	3	13		1					15,16	8									
2.1.2.					19														

	Y 1	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4
.	A B E	A E B S E L	A B E	A B E	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	A B E
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C
2.1.3.												
2.1.4.					95	B5			19			
2.1.5.				3								
2.1.6.	1,2,3											
2.1.7.				3							9,10	20
2.2.1.											15	
2.2.2.			1,2, 4		16	A9 B9			5,6			
2.2.3.												
2.2.4.		20			63	A11 B11			17			
2.2.5.		18			81	A12 B12			18, 19			
2.3.1.			6		50 65 76							
2.3.2.				2	9, 55	A10 B10						
2.4.1.			1					3	32		17	16
2.4.2.			3		93							
2.4.3.				1					37		30	
2.4.5.												
2.4.6.				2	94				21			
2.5.1.					19							
2.5.2.									33, 37	29	30	
2.5.3.												
2.5.4.	1,2, 3		1,3, 4		11,22, 38,72, 91,108							
2.5.5.						B10	A12		37		35	
2.5.6.		5, 8-12, 15				A1	A4 B4		10,14		30	17,18
2.5.7.		10,11, 21				B1						
2.5.8.	9-15			3		B4	A4,5, 11, B4,11		12	28, 33, 38	19, 25-29	23-25
2.5.9.												

	Y 4	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	A B E	A E B S E L	A B E	A B E	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	A B E							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
2.6.1.			3			B4,10													
2.6.2.			6			A4 B4,10	A12 B12		11										
2.6.3.		18																	
2.6.4.			4		62														
3.1.1.					66 68					43									
3.1.2.					66														
3.2.1.				4															
3.2.2.																			
3.2.3.				4					37			11							
3.3.1.																			
3.3.2.	1,2,4		5		76		B6			2,10									
3.3.3.																			
3.4.1.	1,7		5		108		A6,8 B6,8		8,34	1,11, 18									
3.4.2.							A11			42									
3.4.3.																			
3.4.4.																			
3.4.5.																			
3.5.1.	3		5				A6,12 B6			22									
3.5.2.																			
3.5.3.										14, 20									
3.5.4.																			
3.5.5.																			
3.5.6.																			
3.5.7.										21									
3.5.8.																			
3.5.9.																			
4.1.1.		4,7		4		A1			33		30	2,3, 9							

	Y 1	Z 1	AA 1	AA 2	BB 1	CC 1	CC 2	DD 1	EE 1	EE 2	EE 3	EE 4							
	A B E	A E B S E L	A B E	A B E	E S L	A E B S E L	A E B S E L	A E B S E L	A B E	A B E	A B E	A B E							
	A/B	B/C	A/B	A/B	A	B/C	B/C	B/C	B/C	B/C	B/C	B/C							
4.1.2.		6		4		A5,10 12 B10	3,5		35, 37			4-8							
4.1.3.		5						2,3		27									
4.1.4.		2				A2 B2	A12	3,4	13										
4.1.5.								1,4, 5,6											
4.1.6.			1,3					1-6											
4.1.7.								1-6											
4.1.8.			1,3					4				1-34							
4.1.9.																			
4.2.1.		8,9				A7 B7		2	24		30	10							
4.2.2.																			
4.2.3.																			
4.3.1.			1,3		108														
4.3.2.																			
4.3.3.																			
4.3.4.																			
5.1.1.		12																	
5.1.2.		12				B1					32								
5.1.3.																			
5.3.1.																			
5.3.2.																			
5.3.3.																			
5.3.4.																			
5.3.5.																			
5.4.1.		16		5					25, 26		32								
5.4.2.				5			A3 B3												
5.4.3.				5			A7												
5.4.4.		16		5					25, 26										

APPENDIX G

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM
SUMMER INSTITUTE

JULY 11-13, 1983

Objectives

1. To continue to determine assessment needs, practices, and procedures with adults enrolled in ABE, ESL, Vocational, and High School Completion program.

2. To plan for demonstration and implementation of the California Adult Student Assessment System.

3. To provide training in the use of the assessment materials and procedures developed by this consortium project during 1980-83.

4. Develop additional materials, and procedures needed for CASAS Item Bank User's Manual.

5. To develop a plan to evaluate and validate CASAS for state and national dissemination.

6. To develop awareness of and present the issues related to use of microcomputers for CASAS data management, curriculum management, and Item Bank Management.

7. To plan for the development of vocational assessment procedures, materials and other resources for inclusion into the assessment system.

CALIFORNIA ADULT STUDENT ASSESSMENT SYSTEM

Summer Institute
University of California Santa Cruz
July 11-13, 1983

AGENDA

MONDAY, JULY 11, 1983

9:00-12:00 A.M. Check-in and Registration Kresge College

10:00-12:00 A.M. Test Item Writing Workshop - Room 323

Create listening and reading life skill test items that measure mastery of competencies at all program levels. Develop plan for field testing items, and, analyzing results. Identify basic steps in designing instructional units.

Co-Chairs: Barbara Barnes, Joan Meier

10:00-12:00 A.M. External Diploma Program Pilot Sites Meeting - Room 348

Evaluation of current pilot sites in California; review of current data management, record keeping procedures and planning for computerization of appropriate procedures, including design, field testing implementation, and evaluation.

Co-Chairs: Judy Alamprese, Juliet Crutchfield

10:00-12:00 A.M. Alternative Assessment Measures - Room 325

Focus on alternative assessment strategies, and techniques; advantages and problems related to implementation in adult programs; resources.

Chair: Rick Stiggins

Presentors: Doris Gomez, Leann Howard, Diane Pun-Kay

12:00-1:00 P.M. LUNCH - Porter Dining Hall

1:00-2:00 P.M. General Session - Kresge Town Hall

Welcome and Introductions

Garland Peed, Chancellor
Continuing Education Division, San Diego Community
College District

Overview of the Institute - Goals and Objectives
Pat Rickard, Project Director
San Diego Community College District

"Needs Assessment"
Dick Stiles, California State Department of Education
Consultant, Adult, Alternative, Continuation
Education.

2:00-5:00 P.M. Test Item Writing Workshop - Room 323
Continuation of morning session

Prerequisite: Participation in the morning session or the March 9th CASAS Item Writer's Workshop

2:00-4:00 P.M. Group Sessions:

Group 1: ABE/High School Assessment Concerns - Room 325

1) Curriculum/Assessment Linkage for all program levels including ESL/Vocational guidance/programs.

   Bring written report to include:

   What are you doing?
   What is successful?
   What should be done?
   Problem areas.

2) Update on new high school requirements - effect on CBAE high school programs.

3) GED/CASAS Research Project - Joellen Bruce

4) Issues/concerns about placement and credits

5) Certification/establishing cut scores

Co-Chairs: George Woodward, Linda Smith

Group 2: ESL Assessment Concerns - Kresge Town Hall - Front

Committees:

1) Multi-level concerns - Management of 3 levels of listening and reading tests.

2) Use of results - Who uses results/for what purposes/record-keeping
3) Description of Program Levels.

4) Listening Assessment

Specific instructions, timelines, and assignments will be mailed before the Summer Institute. Each committee member is responsible to bring their contributions and ideas. A placement model format will be included and should be completed and brought to the Institute.

Co-Chairs: Lynne Robinson, Carlos Gonzales

Group 3: Guidance/Management Assessment Concerns - Room 319

1) Identify strategies for providing guidance services to ABE/ESL staff and students

2) Plan intake/placement procedures. Please bring statement of how this takes place in your district.

3) Provide strategies and procedures for evaluating an assessment system. Review components of ISAM that focus on assessment - John Wise

4) Plan for local staff development efforts needed to implement assessment system.

5) Determine data information needs and data management collection procedures (To be addressed on Wednesday)

Co-Chairs: Cuba Miller, Pat Johns

Group 4: Assessment of Handicapped Adults - Kresge Town Hall - Back

1) Review of CASAS/CED-R assessment linkage, and plan for field testing and data collection/analysis needs for implementation and evaluation during 1983-84.

2) Identify staff development efforts needed for local district implementation.

3) Other Issues/Concerns

Co-Chairs: Jim Lindberg, Barry Tronstad

Group 5: VESL and Vocational Assessment Concerns - Room 194

1) Establish direction for development of pre-vocational assessment continuum including review of current practices and procedures for intake/screening, identification of resources/materials available, and needed areas of development.

2) Report of findings/products from the "Competency-Based Vocational Education Assessment Project" - Toni Thomas, Cynthia Coad, Leon Uyeda

3) Plan for development pre-vocational life skill survey achievement tests for levels B & C. (To continue on Tuesday afternoon.)

4) Planning for developmental efforts needed during 1983-84.

5) Identify areas of linkage to vocational education programs and agencies.

Chair: Autumn Keltner

Group 6: External Diploma Program site meeting - Room 348
Continuation of Monday morning meeting.

Group 7: Assessment/CBAE Concerns in Correctional Institutions - Kresge Town Hall- Left

Co-Chairs: Mary Kernodle/Bob Ehlers

3:00-3:15 P.M. BREAK - For those groups who wish to take a break during the session, coffee and tea will be available next to Kresge Town Hall

4:00-5:00 P.M. General Session - Kresge Town Hall

Report back of group sessions

5:00-6:30 P.M. SOCIAL - Porter Fireside Room

TUESDAY, JULY 12, 1983

8:30-11:45 A.M. General Sessions

Test Construction Workshop - Kresge Town Hall

Plan for design of an assessment system - Use the CASAS Life Skills Item Bank to construct tests to place students into appropriate program level, measure student progress, and certify student achievement. Design and/or adapt related assessment materials to score, record, interpret, and utilize test results.

Facilitators: Pat Rickard, Dick Stiles, Suzan Barron, Sharon Miller

10:15-10:30 A.M. BREAK

12:00-1:00 P.M. LUNCH - Porter Dining Hall

1:00-3:00 P.M. Test Construction Workshop Continued - Town Hall and assigned rooms - 194, 323, 325

Small Group workshops to construct "customized tests" to meet local needs. (Placement, Survey, Achievement, Instructional Units, Certification)

1:00-3:00 P.M. Evaluation Committee - Room 319

Initial planning for evaluation of CASAS processes, products. Implementation efforts during 1983-84. This committee will assist project director in developing an evaluation design, which includes instrumentation, data collection, data analysis, interpretation of the results, and reporting. Appropriate evaluation data and materials will be prepared for submission to the National Joint Disseminiation Review Panel.

Chair: John Wise

3:00-3:15 P.M. BREAK

3:15-4:30 P.M. General Session - Kresge Town Hall

Focus on development of the assessment system.

5:00-6:00 P.M. DINNER

6:30-8:30 P.M. Telex - Preview of Videotapes - Kresge Town Hall.

6:30-8:30 P.M. Data Analysis - Room 319

Status report on CASAS item and test data, scaling, analysis of pre-post test results including class demographic information

Co-Chairs: John Davis, Dick Stiles

WEDNESDAY, JULY 13, 1983

7:30-8:30 A.M. Internal Evaluation Committee, Wednesday Breakfast meeting

8:30-11:45 A.M CASAS Data Management System - Kresge Town Hall

General use of the computer for data management will be presented, including an overview of the CASAS computerized management system. Basic software tools will be demonstrated to construct tests, score and interpret results, manage, and monitor achievement, and analyze and use the data.

Chair: Tim Cuneo

Presentors: Robin Karrick, Cynthia Russell, Holda Dorsey, Lynne Robinson, Myron Miller, Pat Rickard

12:00-1:00 A.M LUNCH

12:00-1:00 P.M. CASAS Demonstration Sites - Lunch Meeting

Overview of tentative plans for those districts serving as demonstration sites during 1983-84.

12:30-2:30 P.M. Computer lab - Sign up in blocks of 1/2 hour sessions

"Hands-On" experience, with the software programs demonstrated during the morning sessions, will be provided.

1:00-2:30 P.M. Groups 1-7 (To be scheduled by chair as needed)

Group 1: ABE/High School Assessment Concerns - Room 325
Group 2: ESL Assessment Concerns - Town Hall
Group 3: Guidance/Management Assessment Concerns - Room 319
Group 4: Assessment of Handicapped Adults - Town Hall
Group 5: VESL and Vocational Assessment Concerns - Room 323
Group 6: External Diploma Program Site Meeting - Room 348
Group 7: Assessment/CBAE Concerns in Correctional Institutions - Town Hall

2:30-3:30 P.M. General Session -

Final Report - Group Sessions

Establishment of Regional Networks for 1983-84

Summary/Review of CASAS Goals and Activities Accomplished- Future Directions

Don McCune, California State Department of Education
Director, Adult, Alternative, Continuation Education

1983-84 Consortium Goals, Activities, Timelines, meeting dates

Plans for Implementation

Closing

4:00 P.M. Transportation provided to San Jose Airport

1983 SUMMER INSTITUTE

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